

Assessing and Supporting Gender Integration in Agriculture and Food Security (AFS) Projects

FINAL REPORT: June 2017



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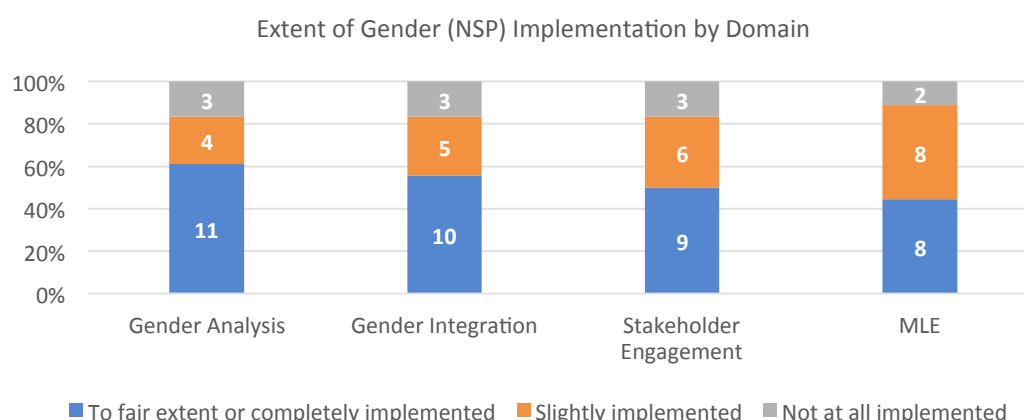
Executive Summary

Gender equality and women's empowerment are increasingly acknowledged as critical components for enhancing agricultural production and bringing about improvements in food security, incomes, and nutrition for small-scale farmers. Efforts to strengthen gender analysis and inclusion and ensure such capacities are applied in agricultural and food security research is therefore critical to the overall goals of IDRC's Agriculture and Food Security (AFS) Program.

To this end, in 2016 IDRC commissioned the Agricultural Learning and Impacts Network (ALINe) in partnership with Social Development Direct (SDDirect) to assess and strengthen levels of, and capacities for gender integration within the 26 projects funded under CIFSRI and CultAF in the AFS program. Over the course of a 12-month period, ALINe / SDDirect delivered a series of targeted gender support activities to help improve the capacity of individuals and project teams to carry out gender analysis, undertake gender integration within their project activities, and to ensure their monitoring, learning, and evaluation systems as well as stakeholder engagement were gender sensitive. The approach was adaptive and flexible to respond to emergent needs and existing capacities. Support included an initial assessment of the overall project portfolio, two gender integration workshops, the development and delivery of five webinars, the provision of tailor-made gender-related tools and resources, light-touch feedback on next step plans related to gender integration, and in-field support to four selected projects through short (3-4 day) visits.

Following the completion of gender support activities, ALINe / SDDirect assessed the extent to which individuals and project teams demonstrated improved understanding and knowledge of gender mainstreaming. Almost all respondents who participated in the gender support activities provided specific examples of how their perspectives and behaviours changed with respect to gender. This ranged from a greater understanding of the complexities and multi-faceted nature of gender integration to practical actions they have taken such as targeting women with particular activities and designing more gender sensitive data collection tools and data analysis methods.

Similarly, projects reported on how they practically applied learnings from ALINe/SDDirect support in four key areas: Gender analysis, gender integration, stakeholder engagement, and monitoring, evaluation and learning. The graph below provides an overview of the extent to which projects implemented the action plans they developed for each of these areas.



- **83 per cent of projects reported undertaking actions on gender analysis.** Respondents noted using approaches from the webinars to undertake a gendered value chain analysis, revised their gender strategies based on learnings from the gender integration workshop, and used tools such as the Harvard Analytical framework, which were shared via the tools inventory.
- **83 per cent of projects reported revising project activities to be more gender responsive and in some cases gender transformative.** This included utilizing theatre in local communities to highlight gender issues, developing outcome stories, revising their radio program to include gender sensitive messaging and amending their behaviour change strategy to be more gender sensitive.
- **83 per cent of projects reported taking actions to ensure their stakeholder engagement was gender responsive.** This included, for example, revisions to how projects were marketing products to women and engaging with key distribution networks, as well as undertaking a stakeholder mapping of key actors in the poultry and fish value chains.
- **89 per cent of projects took steps to improve their data collection tools and systems.** This included developing gender sensitive indicators and improving data collection tools and processes to better track gender issues.
- **83 per cent of projects reported taking additional actions with regard to supporting gender integration.** This included allocating additional funds for gender related activities, hiring external expertise and providing additional training.

ALINE/SDDirect also examined what factors or combination of factors appeared to contribute to higher rates of reported action on gender integration as well as enabling and constraining factors that should be taken into account for future gender capacity support. Several of these factors are highlighted here. The figure below shows that on average projects that had a gender strategy or a dedicated gender expert in place at the outset of the capacity support (i.e. when gender audit was conducted) undertook more gender integration actions. On average, projects with no gender strategy at baseline implemented 3.8 steps, while projects with a gender strategy implemented 4.5 steps. This result may be related to a closer alignment of these gender integration actions to gender-related activities that were planned in the strategy already. A dedicated gender expert can also ensure that these activities are on track and support implementation.

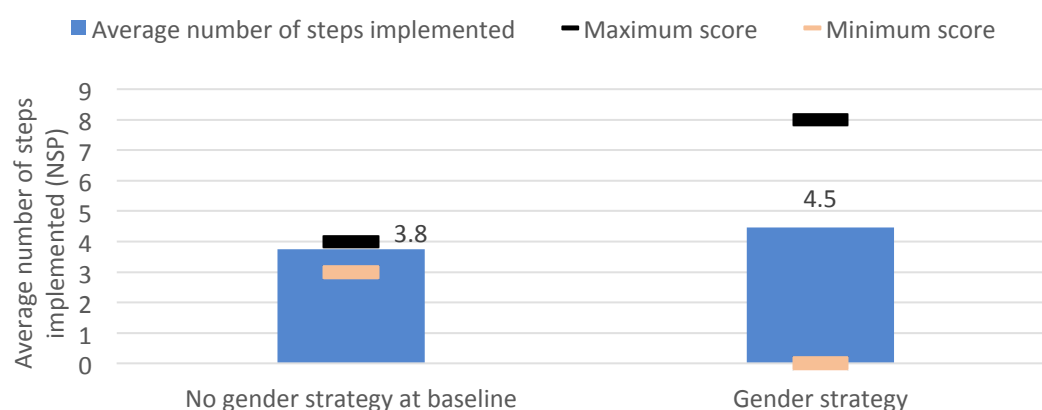
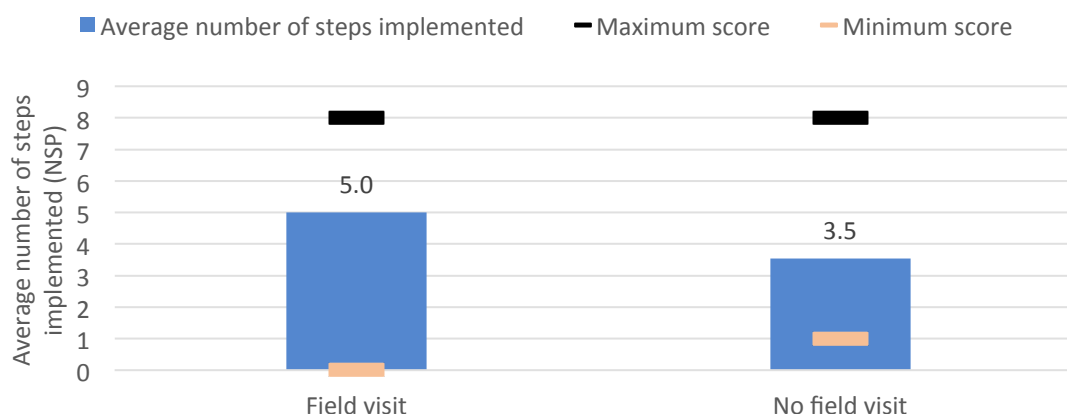


Figure 8 Similarly, when assessing the level of support projects received through this assignment, it appeared that projects receiving a dedicated field visit implemented a greater number of steps. On average, those projects receiving a field visit implemented five steps, while non-supported projects implemented 3.5 steps. While more resource- and time-intensive, field visits appear to be an

important option for more in-depth and targeted technical assistance and should be used selectively and strategically. Similarly, timing of and preparation for the field visit is crucial and should be carefully considered to ensure maximum pay-off.



As part of the endline analysis, ALIne/SDDirect queried projects on the two most important gender outcomes respondents felt their project team had achieved to understand how actions undertaken were translating into better outcomes for women. Of the 16 projects that provided information on priority gender outcomes, 3 projects reported achievements in behavior changes and increased access to information, 3 projects reported achievements in increased nutritional benefits, 7 projects reported achievements in improved access and adoption of new technologies and 4 projects reported more equitable distribution of resources and decision-making power. However, many projects noted that they were still implementing their interventions or had not yet completed their endline analysis, thus further analysis will be forthcoming.

The following conclusions and recommendations have been developed based on data collected through document reviews, surveys, interviews, and direct observation over the course of the assignment:

- **A wide range of actions correlating with the NSPs were undertaken by a majority of projects following support interventions.** A total of 18 projects (out of 19 who provided complete answers in the endline survey) implemented at least one activity from their NSP and overall, projects implemented an average of four activities from the NSPs.
- **Early investments in gender integration yield high pay-offs.** Projects that had internal gender expertise and a gender strategy at the outset of the ALIne/SDDirect support were rated higher in the gender audit across all domains (i.e. finance, core concepts, transformative approach) and reported greater levels of implementation in their gender action plans. Early investments in gender expertise appear to be a critical component to set projects on the right track for embedding gender in their project approaches and should start at project design and inception.
- **Involving multiple members of the project teams early in the assignment through the gender integration workshop helped to raise awareness and equipped staff with useful tools and resources.** The gender integration workshops were highly rated amongst respondents and regarded as an important forum for engaging with gender experts, gaining practical tips and guidance on gender integration and improving understanding of gender

issues. Respondents also noted that the use of concrete examples from other AFS projects helped staff to better understand what gender integration actually entailed and to situate their projects on the gender continuum (i.e. gender blind, gender responsive, gender transformative).

- **Different stages of implementation influence the extent and type of changes that could take place within projects.** Projects were at very different stages of implementation when the ALINe/SDDirect assignment started. Geographical focus, nature of interventions, and existing gender capacity also varied significantly and necessarily influenced how and in what ways projects might revise their approach to gender integration.
- **Consider timeframe in the design and delivery of support services.** Gender capacity support would ideally start at the inception of the portfolio to have maximum impact, and continue over the lifetime of project implementation. Where there is significant variation in stages of projects, separate workshops to tackle issues related to project design, implementation or endline analysis may be warranted.
- **One size fits all approach may be sufficient to raise awareness and shift projects from gender blind to more gender responsive, but more tailored support should be explored for supporting gender transformation.** Several projects that were either in their second phase or intended on pursuing a second phase noted the complexities of promoting gender transformation and how they've gradually moved from being gender blind to gender responsive. In some cases, a gender transformative approach may not be appropriate particularly if certain conditions or resources are not in place.
- **Peer learning should be leveraged to a greater extent.** Peer support feedback were important elements in the workshops and in drawing on existing experiences for developing resources. Further efforts to support peer learning should be explored. This could be done through joint field visits or learning events. Peer support mechanisms such as communities of practices or mentoring could also play a greater role.

1. Introduction

1.1. Report Overview

This report presents the approach and results of ALINE/SDDirect's support on gender integration for projects in IDRC's Agriculture and Food Security (AFS) program. It includes a breakdown of the key activities implemented, the methodology for tracking projects over the course of the assignment and the evidence of individual and project changes. It concludes with an analysis of lessons learned and recommendations for future gender mainstreaming efforts. The report is intended for IDRC staff and aims to provide a summary of changes on gender integration in the Agriculture and Food Security program and to present insights gleaned from testing a model which aimed to promote gender integration through training, mentoring, guides and resources, and MLE tracking.

1.2. Context

The IDRC AFS program supports innovation for more efficient and sustainable agricultural production to enhance food security, incomes, and nutrition that benefit small-scale farmers (particularly women). Projects in the AFS program are supported through the Cultivate Africa's Future Fund (CultiAF) and the Canadian International Food Security Research Fund (CIFSRF). CultiAF is a four-year CAD\$15M fund with the principle objective of improving food security through applied research in agriculture and food security with a focus on the adoption of existing and new research results. CIFSRF is a CAD\$124 million fund between IDRC and the Global Affairs Canada (GAC). The main objectives of the fund are to increase food security in developing countries by funding applied research in agricultural development and nutrition, apply Canadian science and technology expertise in collaboration with developing-country partners, and use research results to inform food security policies and programs. Collectively, projects funded by CIFSRF and CultiAF are contributing to four AFS priorities: 1) Technology development and increasing agricultural productivity, 2) Increasing access to resources, markets and income, 3) Improving nutrition, and 4) Partnerships, policies and scaling up.

The AFS program included 27 projects in different stages of implementation. The portfolio comprised a mix of projects working on upstream and downstream research with different thematic and geographical focus, and varying levels of gender capacity. Table 1, below provides an overview of the key characteristics of the CIFSRF and CultiAF projects.

Table 1: Overview of CultiAF and CIFSRF 2 IDRC Project Portfolio

Project Category		Number of projects	% of projects
Portfolio	CIFSRF 2	19	70%
	CultiAF	8	30%
Region	Latin America	2	7%
	South Asia	4	15%
	South-East Asia East	2	7%
	Africa continental	10	37%
	Southern Africa	5	19%
	West Africa	4	15%
Projects in operation at start of assignment	Less than 1 year	11	41%
	More than 1 year	12	44%
	NA	4	15%
Capacity support	Workshops	19	70%
	Field visits	4	15%

1.3. Gender Strategy

IDRC's overall approach to gender inclusion in the agriculture and food security portfolio aims for transformative approaches that address current gender gaps while also addressing underlying causes of gender inequalities. It encourages projects to assess their overall approach and interventions in relation to the gender continuum. Figure 1 below provides an overview of the different stages and underlying assumptions in the continuum.

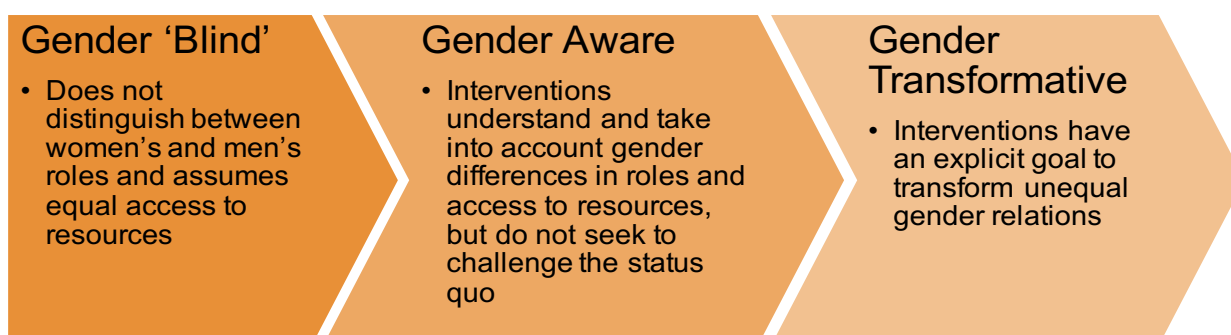


Figure 1: Continuum and approaches to gender of projects

Most projects in IDRC's AFS program include some aspects of gender integration into the projects. In both CIFSRF and CultiAF call for proposals, submissions are required to include a gender analysis outlining how gender considerations will be incorporated into the research objectives, methodology, and implementation. However, IDRC's gender strategy highlights that further efforts are required to ensure gender analysis and the empowerment of women farmers is an integral part of project design, planning, implementation, and monitoring across the portfolio of projects.

The IDRC gender strategy gives emphasis on four key areas; gender in research, gender research, capacity and expertise, and gender at work. It provides a systematic overarching framework for the integration of gender into project activities. This includes a Theory of Change for gender, agriculture and food security and the provision of guidelines on how gender can be integrated into the four AFS

thematic areas, whilst also outlining guidelines for adopting a gender transformative approach.

Projects are first appraised against the guidelines outlined in the gender strategy to assess how gender has been taken into account. Following the appraisal, during the project inception, teams have an opportunity to refine their gender approach and methodologies. IDRC then utilizes project monitoring visits and the review of the 6-month technical reports and project outputs to assess levels of gender integration during implementation.

Despite the above requirements and current process, it was determined that further support was required to help projects meaningfully integrate gender. In 2016, IDRC commissioned the Agricultural Learning and Impacts Network (ALINE) in partnership with Social Development Direct (SDDirect) to assess and strengthen levels of, and capacities for gender integration within the 26 projects funded under CIFS RF and CultiAF in the AFS program.

Ensuring gender integration in project interventions and results is important for IDRC in the context of explicit commitments in their 2015-2020 Strategy, the AFS Gender Strategy and on-going more specific objectives within CIFS RF and CultiAF grant portfolios.

The aim of this assignment was to promote a more comprehensive, tailored and integrated approach to gender integration as opposed to a one-off workshop or training session. Activities, where possible, were strategically aligned with the IDRC grant and project cycle and aimed to complement and build upon the existing monitoring and support systems (as described above). The assignment commenced with assessing current levels and capacities for gender integration within projects, and subsequently, designing and testing appropriate models for improving gender integration. There were three primary objectives:

- (1) Facilitate gender integration within projects by providing training, mentoring, gender integration guides, tools and resources;
- (2) Generate evidence on the efficacy of the approach to strengthen gender integration by using tracking tools to monitor change; and
- (3) Provide guidance to IDRC on mainstreaming this approach at the end of the assignment.

1.4. Project Approach

To meet the above objectives, ALINE/SDDirect applied a flexible and adaptive approach to ensure interventions were responsive to evolving project needs and capacities and reflective of emerging insights. The approach adopted was based on several underlying assumptions. First, that while ALINE/SDDirect support was intended to enable projects to achieve improved gender outcomes, the projects were themselves responsible for the delivery of improved gender outcomes and for monitoring and reporting on these (drawing on other support from within their projects, from IDRC project officers and wider resources as required). Second, support was focused primarily on the integration of gender rather than wider technical support on aspects such as monitoring, evaluation, learning and research design. Third, relevant IDRC project officers would play an active role in facilitating and agreeing support needs to individual projects and facilitating this as well as in follow up on their progress.

The Figure 2 below illustrates the different interventions provided by ALINE/SDDirect over the course of the assignment. This approach provides a logical sequencing for the assignment and was underpinned by the notion that gender integration is an on-going process.

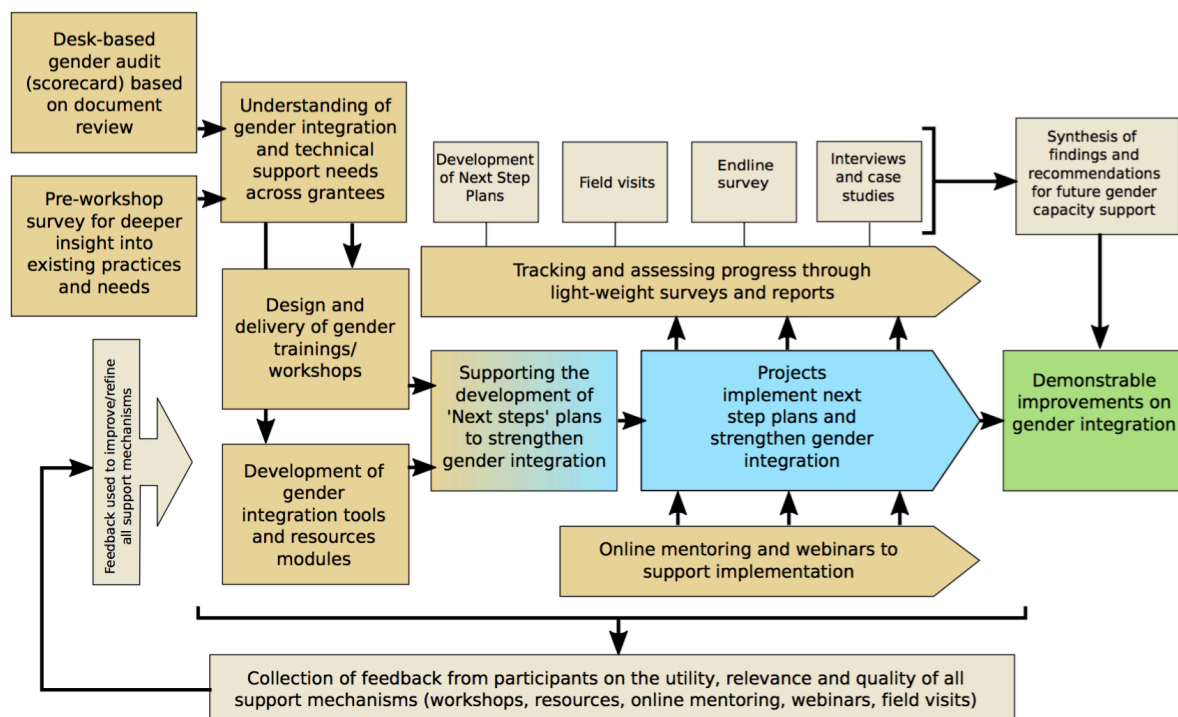


Figure 2: Main elements of gender capacity support, data collection approaches and outputs by ALINE / SDDirect.

As shown above, this assignment was initiated with a gender audit and pre-workshop survey of current practices and needs. This included a desk-based review of all projects in the portfolio.

The gender audit and survey were followed by the development and delivery of two gender integration workshops that were informed by the results of the gender audit and designed in line with adult learning and behaviour change theory. The workshop presented participants with key concepts and tools (both quantitative and qualitative) for gender integration along with practical, in-depth case studies. The participants were then guided to identify the key aspects of their projects that required gender integration and to develop next steps plans (NSPs) accordingly. The creation of an NSP (gender research and integration next steps) enables learners to see the direct applicability of what they have learned to their own work, creates a mechanism for accountability and formed the basis of on-going support under the ALINE/SDDirect assignment.

Following the workshop, the preliminary tools and resource modules presented to participants were revised in line with participant feedback and the needs expressed. The NSP developed during the workshops were shared and discussed with the IDRC project officers and light touch feedback was provided. This follow-up support spanned a 6-8-month period and also included the delivery of live webinars and dedicated field visits for selected projects. This iterative support was seen as an important component for enabling behaviour change, and creating a space for peer learning.

In the final stage of support, ALINE/SDDirect developed a series of tools to gauge the effectiveness of the gender integration support. This included conducting a number of case studies and administering an endline survey to track the progress of steps outlined in the NSPs. Lessons and insights were then synthesized and consolidated into this report.

Box 1 below provides a brief overview on how the assignment from the original proposal evolved.

Box 1: An evolving approach to delivering and assessing the effectiveness of gender capacity support

It was originally envisioned that ALINe and SDDirect would support a relatively small subset of 11 projects in a more intensive manner. However, IDRC requested that the assignment scope be expanded to cover a total of 26/27 projects. Consequently, certain activities (such as the gender audit) required more work, while others (such as the in-country field visits) had to be scaled back within the envelope of the original budget.

More broadly, providing support to a large and diverse set of projects at different stages of implementation through generic support mechanisms was challenging. While efforts were made to cluster and categorise projects in similar situations for participation in the workshop and webinars, the extent to which projects could adjust approaches and integrate gender within their projects depended on their stage of implementation. Ultimately, ALINe and SDDirect delivered quite broad and generic gender capacity support apart from the field visits to accommodate this wide range of project needs.

The approach to tracking changes in gender integration over the course of this assignment has also evolved. The gender audit, while very useful for equipping the consultants with a critical understanding of the portfolio and informing a needs-based approach to capacity development, did not lend itself very well in its original form for ongoing tracking of progress on key performance dimensions. Similarly, the attitudinal surveys and self-assessments proved more useful as tools to inform workshop activities (including defining priorities for next steps plans) rather than serving as robust measurement instruments. In the end, we relied on cases studies based on interviews with project staff and IDRC Project officers as well as an endline survey to gauge the effectiveness of the interventions administered.

April 2016	May - June 2016	Jul – Aug 2016	Sept 2016	Oct - Nov 2016	Nov 2016 - Feb 2017	April - May 2017	May - June 2017
Gender Audit of AFS project portfolio	Gender integration workshops (Nairobi)	Follow-up with projects and IDRC POs to review and refine NSPs	Production and distribution of tool kit + modules	Thematic webinars + offline tools	In country field visits	Endline Survey & Project Case Studies	Final Synthesis Report

Finally the timeframe for this assessment being able to evidence tangible changes in projects was limited. The initial technical advice started in May 2016 and concluded in November 2016. Projects were assessed for changes implemented from November 2017 to May 2017 over approximately 6 months despite some projects having begun the implementation of that advice potentially earlier.

Project partner roles

The assignment was delivered through a partnership between ALINe and SDDirect. ALINe was primarily responsible for conducting data analysis, project management and coordination and oversight, strategic guidance and leadership in the overall design and delivery of the project. SDDirect provided strategic guidance throughout the project, quality assured deliverables from a gender perspective, supported the design and delivery of programme activities, and provided valuable insights in relation to gender analysis and the importance of gender mainstreaming. These partners worked closely with a senior IDRC project officer (PO) to ensure clear institutional linkages and to garner participant engagement in the work. The relevant IDRC POs of the supported projects

also played a role in reviewing project next step plans (NSP), participating in workshops and facilitating and agreeing support needs to individual projects.

2. Gender capacity support by ALINE / SDDirect

ALINE and SDDirect carried out a number of activities to support gender integration of IDRC grants, including two gender integration workshops (one for each of two cohorts of projects), five webinars, a suite of tailor-made gender-related tools and resources, light-touch feedback on next step plans for all projects, and in-field support (and verification assessments) to four selected projects through short (3-4 day) visits. Feedback was consistently collected on the quality and utility of the capacity building support that was provided. This included online surveys to assess needs, in person surveys during the two gender integration workshops, survey feedback on the webinars, and feedback on field visits from participants, facilitators and IDRC project officers.

The following sections provides a brief summary of each type of support (i.e. workshops, webinars, etc.), an assessment of its utility and how it fed into the overall approach.

2.1. Gender audit

The desk-based gender review was a critical starting point for an investigative analysis of the current status of gender integration across the two project portfolios. It provided an opportunity to gain an overview of the performance across the IDRC AFS portfolio in terms of gender integration and laid the foundation for developing a framework to categorise the grants, identify critical gaps, analyse patterns and trends in gender integration and inform the development of tailored resources and training materials. The analysis was based on a review of project documents shared by IDRC.

More specifically, a scorecard was designed to assess the degree to which projects are aligned with the IDRC AFS Gender Strategy.¹ Projects were assessed in two main domains which were deemed important analytical categories with explanatory power:

1. **General**, which included: Finance, gender expertise, core concepts, evidence of a gender transformative approach, training, and TOC and MLE; and
2. **AFS thematic areas**, which included: Technology and agricultural productivity, access to resources markets, income, nutrition, partnerships, policy and scaling-up.

Projects were then scored in each of the relevant categories and analysed against the following classifications:

1. Their workshop cohort
2. Age of the project
3. Whether the project had a gender strategy
4. The final gender audit category of the project (degree of gender integration)

Based on the above, the key findings from the gender audit are as follows: Of the 26 projects in the AFS portfolio, 23 projects for which project documentation was made available were reviewed in the gender audit. An analysis of the degree of gender integration within in projects (classification 4), revealed at the start of the assignment: Six projects were identified as having little or only cursory

¹ More details on the scorecard and the results of the initial gender audit can be found in the following document: IDRC AFS Portfolio - Desk-based gender audit

² Please note that the consultants strived to collate exactly who had accessed recorded webinars, in the form of YouTube

attention to gender in their project documents, eight projects were scored as weak to moderate on both gender theory and practice and nine projects were identified as being strong on both gender theory and practice with a strong and compelling discussion of how gender would be addressed by the project.

With regard to differences by portfolio, the gender audit revealed that on average there is not a great difference between the performance of the CIFSRF and CultiAF sub-portfolios. The performance of grants was also analyzed by factoring in the duration for which the project has been in progress. The results showed that in general, those projects that had been running longer performed slightly better. A similar comparison was made to compare the performance of projects with and without a gender strategy. The analysis further revealed that, overall, projects with a gender strategy scored higher than those without. A similar finding was ascertained for available gender expertise to the projects. The presence of a gender expert had a very high correlation with the overall score across all domains.

2.2.Resources and Tools

Based on the workshop and the webinars, ALINe and SDDirect developed a series of resources for offline use. These include four PDFs covering the different workshop modules (see Figure 3 below), alongside a tools inventory covering the same topics and providing references and resources to different analytical tools.

The first versions of the resources and tools were developed and used during the gender integration workshops. Upon feedback, tools and resources were further refined and finalised. They were made available to all projects in the AFS portfolio via email and dropbox. They were also highlighted and shared during subsequent field visits.

2.3.Gender Integration Workshops

The first of two training workshops for project staff took place on 3-5 May 2016 in Nairobi and was attended by 25 participants, representing 14 projects. The second training workshop for project staff took place on 8-10 June 2016 in Nairobi and was attended by 19 participants representing 9 projects.

Workshop sessions were organised around four thematic modules each with their own set of tools and approaches that were presented in draft form: Gender analysis, designing interventions, engaging stakeholders and monitoring evaluation and learning. Following the modules, each project team conducted a self-assessment related to the four thematic areas covered by the modules and used this to guide their development of next steps plans.

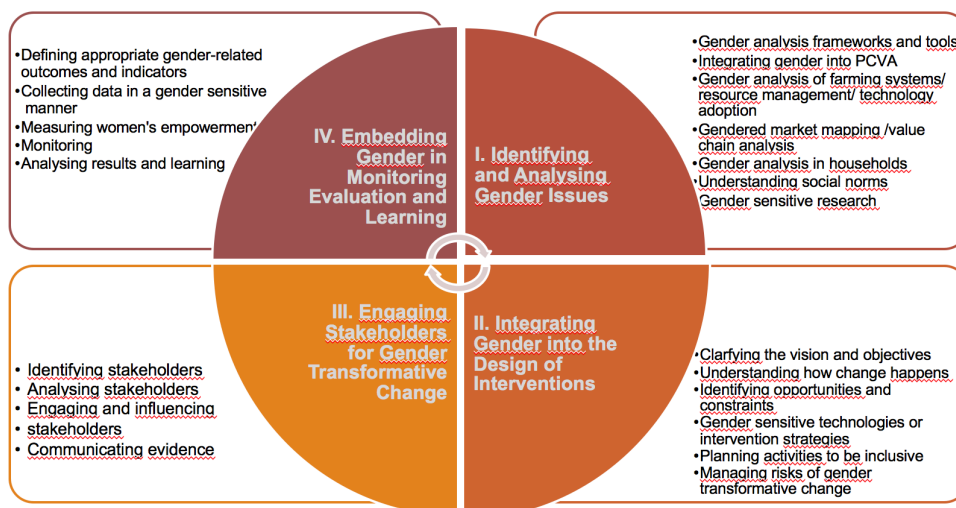


Figure 3: Overview of workshop modules and content

Pre-workshop needs assessment

A pre-workshop needs assessment survey was conducted to address a number of key gaps that emerged during the gender audit. The survey tool gathered data from 25 respondents on 10 projects and played a crucial role in informing the design of the workshops and other training materials.

Attitudinal surveys and self-assessments

Attitudinal surveys were issued at the start of the gender integration workshops to gauge how individuals were approaching gender issues. The survey included a combination of hypothetical scenario testing and rating scales.

Self-assessment surveys were provided for the participants to fill in at the end of each workshop day. This was used to understand where projects' perceived strengths and weaknesses were in relation to each of the modules which also correspondent to the categories of the Next Step Plans (NSP).

Data from both of the assessments was used to inform the development of the tools and webinars, but more importantly, were used to trigger participants to reflect during the workshops and to inform the development of the NSPs.

2.4. Next Step Plans and Analysis

As part of the workshops, each project implementer developed a Next Steps Plan (NSP), which outlined the critical gender related activities that their project team would undertake. Participants were advised and supported by the facilitation team to develop these, and to outline a few activities (usually 2-4) that were expected to strengthen gender integration in the project's work.

Activities were sorted into five categories, which map onto the categories in Figure 3 above: 1) Gender analysis, 2) Integrating gender in project design, 3) Stakeholder engagement / influencing, 4) Monitoring, evaluation, and learning, and 5) Other.

The plans also identified any tools, resources, and support needs for implementation, as well as timelines and desired outcomes from each next-step. At the end of the workshop, participants were

asked to finalise their next steps plans and then forward them to their IDRC Program Officers and the ALINE/SDDirect team for customized feedback. Participants were encouraged to share the plans with partners, Principal Investigators and other stakeholders who would need to be involved in the implementation of the plans. NSPs were also used to inform follow-up support to projects and to ensure some measure of accountability in terms of gender integration (See Annex: Next Step Plan Sample).

NSPs were found useful or very useful by 24 respondents (out of 28) of the endline survey as a plan that guided gender integration and kept the project focused and were shared widely among their team members.

“Our representative who attended the Nairobi gender integration workshop came back equipped with great insights on how to change our approach to gender, to engage men in project activities, strategically engage gender, engender project activities, etc. [through the NSP], which we applied to our behaviour change strategy and project design”
(Principal investigator)

2.5. Webinars

ALINE and SDDirect developed and conducted a series of five webinars with participation of approximately 43 people from 15 projects according to the online survey. [YouTube views](#) of uploaded recordings total 108.²

The thematic focus of the webinars was determined based on expressed demand from grantees (through the pre-workshop surveys) and a review of common gender issues within the AFS project portfolio (as derived from the gender audit). Topics included (n= number of participants):

1. Gender in value chain and market analysis (Survey=13, YouTube views = 19);
2. Developing gender in agricultural research and development programmes (n=8, YouTube views = 16);
3. Developing theories of change for gender responsive and gender transformative interventions (=8, YouTube views = 54);
4. Developing gender responsive upstream research (n=7, YouTube views = 8);
5. Measuring women’s economic empowerment (n=7, YouTube views = 11).

Participation in the live webinars was less pronounced than expected. Feedback indicated time zone differences and other commitments, travels and conflicting priorities, technical difficulties, and poor internet connection as the main challenges for participating in the live webinar sessions. Webinars were recorded and uploaded to a YouTube channel to enable project staff to access them at their own convenience.

“[The webinar recordings] ... have been of assistance especially for the webinars not attended. We use them as reference materials as we continue implementing our gender activities.” (Gender researcher)

2.6. Field Visits

Five projects were selected for field support based on an agreed set of selection criteria listed below:

² Please note that the consultants strived to collate exactly who had accessed recorded webinars, in the form of YouTube videos but in the absence of any registration required this was very difficult. Another limitation for the live webinars was that participants were not identified with their respective projects.

- IDRC POs categorised projects based on their perceived **potential to achieve the IDRC AFS gender strategy outcomes** and then identified projects where field visits were perceived to have the potential for substantial payoffs in terms of gender integration.
- The **gender expertise and capacity of project staff** were also considered, and those with the highest levels of expertise were ruled out as ALINe/SDDirect support was presumed less likely to add significant value. In some of these initiatives e.g. WorldFish the project teams were more likely to support their peers with their good practice, tools, methodologies and approaches to gender integration.
- Finally, the NSPs were used to identify projects that were likely to have upcoming activities where **ALINe/SDDirect support could feed in and provide valuable assistance**.

A short-list of projects was prepared by ALINe/SDDirect and the final list was selected with input from IDRC POs. Timing was carefully considered in each case, so that field visits would happen at a time where support could impart maximum value. Based on these considerations, field visits were conducted in Canada, Uganda, India, Nepal and Vietnam:

- **Canada**, 11-12 October 2016, Joint CIFSRSF Scaling-Up Meeting Gender Session at University of Saskatchewan
- **Uganda**, 8-10 November 2016, Precooked beans for improved food and nutritional security and income generation in Kenya and Uganda project, Endline Planning Workshop
- **India**, 12-14 December 2016, Scaling up small millet post-harvest and nutritious food products project, Gender Studies Planning Workshop
- **Nepal**, 6-9 January 2017, Nepal terrace farmers and sustainable agriculture kit project, Agro-vet stakeholder engagement workshop
- **Vietnam**, 21-23 February 2017, Scaling up small-scale food processing for therapeutic and complementary foods for children in Vietnam project

The field visits were focused on supporting needs identified in the project NSPs and to link into activities that were already planned within the projects. Fieldwork enabled ALINe/SDDirect to directly observe the gender capacity of the organizations and their projects as well as acquire a better understanding of practical challenges to gender integration and the extent to which the necessary support was in place to deliver on their NSPs.

2.7. Method for assessment of changes

ALINe/SDDirect drew on various sets of data generated or collected over the course of the assignment to monitor changes. The gender audit, along with the pre-workshop needs assessment survey served as a quasi-baseline. The workshops themselves provided in-depth insights about existing capacities and more structured tools such as the self-assessments were used to generate a broader picture of key areas where capacity strengthening was required. The Next Steps Plans provided a basis against which changes have been made. An endline survey and a set of case studies were conducted to gather evidence on the changes made against the NSPs more broadly. This section of the report is focused on the latter two sets of data collection as others have already been discussed in some detail in previous sections of this report.

a) Endline Survey

This endline survey was administered to representatives from 21 IDRC supported projects. It was used to assess utilization of the tools and resources (exposure), document changes in attitudes and perspectives around gender, and identify the types of changed practices to support the project's NSP implementation towards improved gender outcomes. At the same time, it was used to identify the

support that enabled those achievements. The survey was completed successfully in all but two projects with a total of 28 complete responses from 19 projects (For the endline survey questionnaire see Annex: Endline survey questionnaire).³

b) Case Studies

The four case studies undertaken provided insights into what type of changes took place and what enabled those changes. They were used to help determine whether projects receiving more direct ALIne/SDDirect support were better able to deliver gender-related outcomes, e.g. to assess the extent to which NSPs had been effectively implemented and affected project outcomes.

In order to ensure as much diversity as possible in the four case studies that were conducted, projects were selected on the following basis:

1. Whether the project had received a field visit or not;
2. The geographical location of the project;
3. The extent to which the project implemented its NSP (as reported in the endline);
4. The IDRC Project Officer responsible for the project.

Two of the case studies received in-country field visits while the other two benefited solely from the gender integration workshop and remote support. Interview guides and an overview of the case studies are in Annex: Case studies and guiding questions. The four selected cases studies are as follows:

1. Pre-cooked Beans for Improving Food and Nutrition Security and Income Generation in Kenya and Uganda
2. Nepal Terrace Farmers and Sustainable Agriculture Kits
3. Promoting Locally Fortified Sunflower Oil Using E-Vouchers
4. Improved processing and marketing of healthy fish products in inland fisheries in Malawi

2.8.Limitations

The following section sets out the challenges in delivering gender integration support and the methodological limitations to assessing changes within the projects.

The **gender audit** relied largely on remote, desk-based document review. As the projects were at different stages of development, the quantity and quality of available documentation to inform the review was highly variable across the different projects. These placed constraints on the approach to the gender audit and the types of questions it could answer. An additional online survey that was intended to complement (missing) project information was planned; however, project partners were already surveyed for other aspects by IDRC and therefore it was decided not to run the online survey at that time. Because of this, the data from the online survey could not feed into the gender audit, but instead helped to inform the upcoming workshops and webinars.

Finding timings for workshops, webinars and field visits that worked optimally for all project partners and across time zones as well as getting timely feedback from projects and IDRC project officers to inform these activities was difficult at times, exacerbating delays.

The **endline survey** results are self-reported and without further data and triangulation, have not been independently verified. Respondents may have answered questions in a socially desirable way

³ In total 31 responses were gathered three of which were incomplete. To access all data and responses, please follow this link: <https://www.surveymonkey.net/results/SM-SQD5S8YB/> (password = idrc)

creating bias in the findings. Furthermore, where certain achievements were reported the quality of the outcomes are not validated, i.e. if a respondent said that surveys were gender sensitive, or that they utilised the WEAI in lieu of other follow-up data, this analysis did not verify the final standard of quality of these tools. In other cases, respondents referenced gender support activities provided by IDRC or more broadly through the project, and the extent to which these influenced the scores is unclear.

Case studies were constrained by several factors. The project portfolio is quite diverse in terms of project types, personnel, organisations and timeframes. As a result, not all variables could be accounted for in case study selection. This provided for indicative rather than definitive conclusions on how specific types of support or their combinations influence project outcomes. Projects still had not completed their analysis of final results so reported findings related to impacts on end-beneficiaries are mostly based on project staff perceptions.

Similarly, while some projects may have evidence of progress towards outcomes, in most cases projects are still underway and subsequent analysis would be required to substantiate some of the achievements reported by respondents.

Finally the gender related terminology has changed during the inception of a number of the projects. The terms gender blind, gender aware, and gender transformative were not applied to the projects at the time of their approval, subsequently the gender audit carried out also did not assess the projects on this basis and therefore a before and after perspective using these terms would have been extremely difficult to defend.

3. Overview of results

This section provides an overview of the changes in knowledge and practices related to gender integration that were reported among individuals as well as within projects following receipt of the different gender support activities. Section 3.1.3. explores what factors may have influenced reported project changes while section 3.2 presents progress towards gender related outcomes.

3.1. Evidence of individual and project level changes

a) Changes in individual perspectives and knowledge

26 out of 28 respondents⁴ (male = 11, female = 17) reported in the endline survey that participating in ALINE/SDDirect capacity building activities influenced their perspectives on gender. In their open-ended responses participants listed specific examples of changes in perspectives and learnings as a result of engagement in the various support activities. 15 respondents gave examples of how their perspectives on gender changed. Examples depict how understandings have evolved from ambiguous or simplistic notions of gender towards a greater understanding of the complexities and multi-faceted nature of gender integration. In terms of skills and knowledge acquisition, 25 out of 28 respondents said they gained new concepts, tools and methodologies from the activities (while two respondents said they did not gain anything new).⁵ Of the 25 respondents, 17 participants provided concrete examples covering understanding of gender transformative approaches, women's empowerment in agriculture, gender integration, gender sensitive M&E and theory of change, and

⁴ Please note that the survey had a total of 31 respondents but only 28 were completed.

⁵ This includes one person who did not attend the gender integration workshop and another about whom we have only incomplete survey answers

referenced particular tools such as the Harvard Gender Analytical Framework and theatre for development, stakeholder mapping and WEAL.

b) Project level changes in approaches to gender

The following subsections provide an overview of the changes reported in the endline survey with regard to the four NSP focus domains: Gender analysis, gender integration, stakeholder engagement, and monitoring, evaluation and learning. A total of 18 projects (out of 19 who provided complete answers in the endline survey) implemented at least one activity from their NSP. Figure 4 below, provides an overview of the extent to which projects implemented their next step plans in each domain. Figure 5, on the following page provides a breakdown of the total number of gender actions implemented across all projects in each category as reported by respondents in the endline survey.

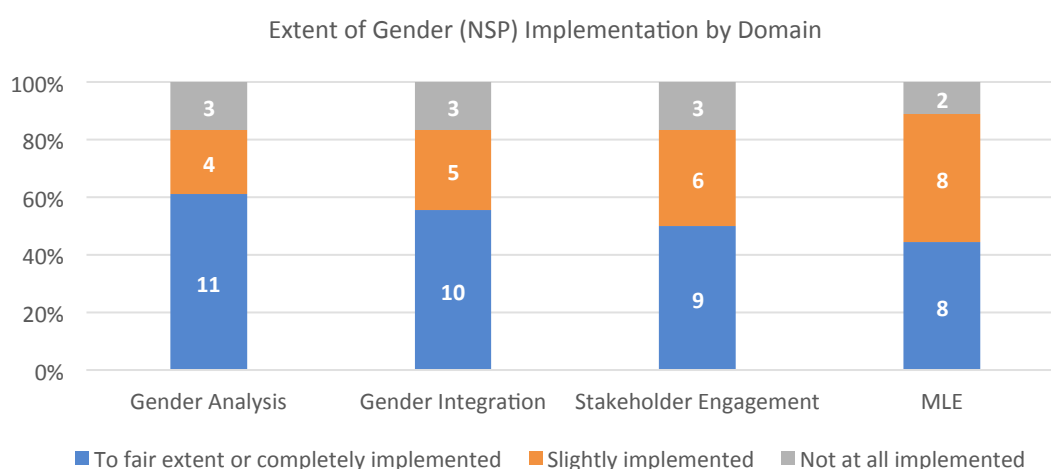


Figure 4: Percentage of projects that implemented their NSPs to a fair extent or completely, slightly, or not all across each of the NSP domains as reported in the endline survey

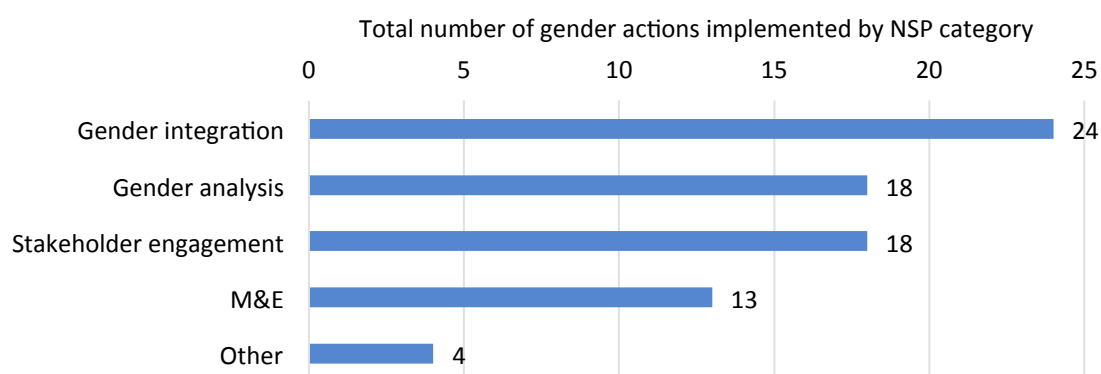


Figure 5: Sum of total number of gender actions implemented for each NSP category as reported in the endline survey from all participating projects

The following section, briefly details the types of gender actions undertaken in each of the NSP

domains.⁶ A selection of quotes from respondents on what specific changes were undertaken in their projects is provided in Annex i.⁷

15 projects addressed **gender analysis** including encouraging knowledge sharing and discussions within projects, and applying gender sensitive tools and M&E to undertake a gender analysis. Projects drew on tools such as the women's empowerment index and the Harvard Framework to understand gender roles.

The uptake and application of these tools marks a significant improvement for these projects in terms of gender integration. The needs assessment survey found that the tools being used were generally basic questionnaires and focus group discussions, with limited reference to any more robust or advanced frameworks or approaches. Project staff were lacking appropriate tools and needed to be equipped with a wider range of approaches, methods and analysis techniques.

15 projects addressed **gender integration** through modifying project activities. Examples, include; training workshops with government extension workers on gender, encouraging women's participation in activities and targeting specific activities at women, changing product designs and revising gender strategies.

15 projects addressed **stakeholder engagement** through multi-stakeholder meetings, training of staff members on gender, mapping and identifying stakeholders, and engaging actors such as female entrepreneurs in the design and delivery of project activities.

16 projects addressed at least one step in their NSPs with regard to **M&E**. These range from hiring female enumerators, using qualitative gender sensitive indicators, and review of M&E frameworks. Several mentioned that implementation was still underway.

15 projects reported taking steps beyond what they set out in their NSPs. This included allocating additional budget to undertake further gender integration activities, attending a gender conference, recruiting gender expertise, creating a gender focal point within their organization and facilitating gender training for field staff. Respondents also described changes in project staff and researchers' ability to integrate gender in their work, pointed to the development of a gender strategy, and noted integrating gender into other projects in one instance as well as into institutional processes (e.g. hiring a gender expert at organisational level, gender module and training that is mainstreamed across projects).

To what extent were NSPs implemented?

Figure 6 and Figure 7 below display the average self-reported NSP implementation scores across all four domains of 17 projects for which data from the endline survey is available.⁸ Projects implemented an average of four steps from the NSPs.

⁶ Please note that these categories were pre-set but that the separation of the different activities is not clear-cut. For example, training of staff members, was reported in different categories by the survey respondents.

⁷ For full list of quotes and analysis, please see the Endline Survey Report and the complete data on SurveyMonkey (see footnote 3).

⁸ Where there was more than one respondent providing data per project, scores were averaged. In one instance, a project reported specific actions that were taken, but did not complete information on the extent to which the project implemented their NSP.

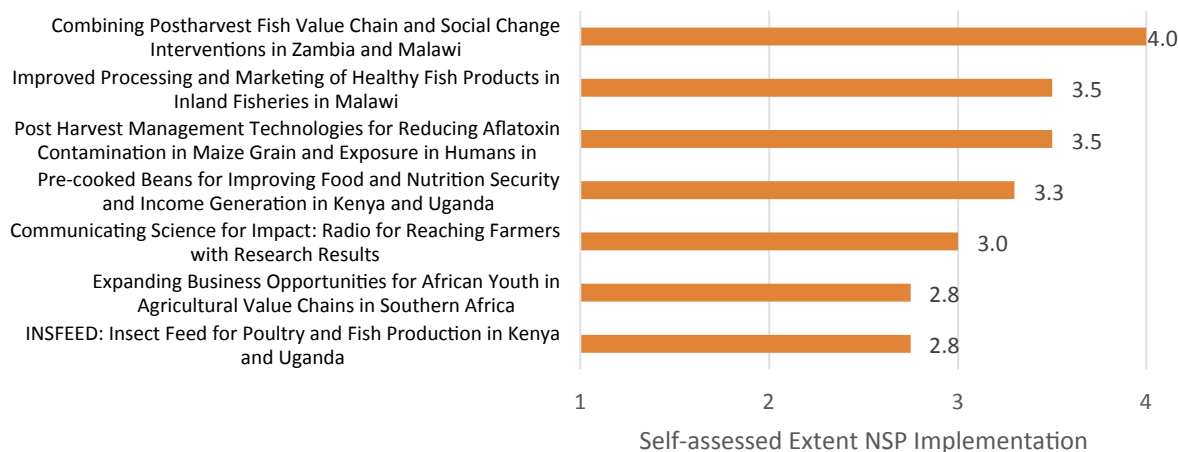


Figure 3: Average self-reported scores of NSP implementation by endline survey respondents of CultiAF Projects (x-axis categories: 1 = not at all implemented, 4 = fully implemented)

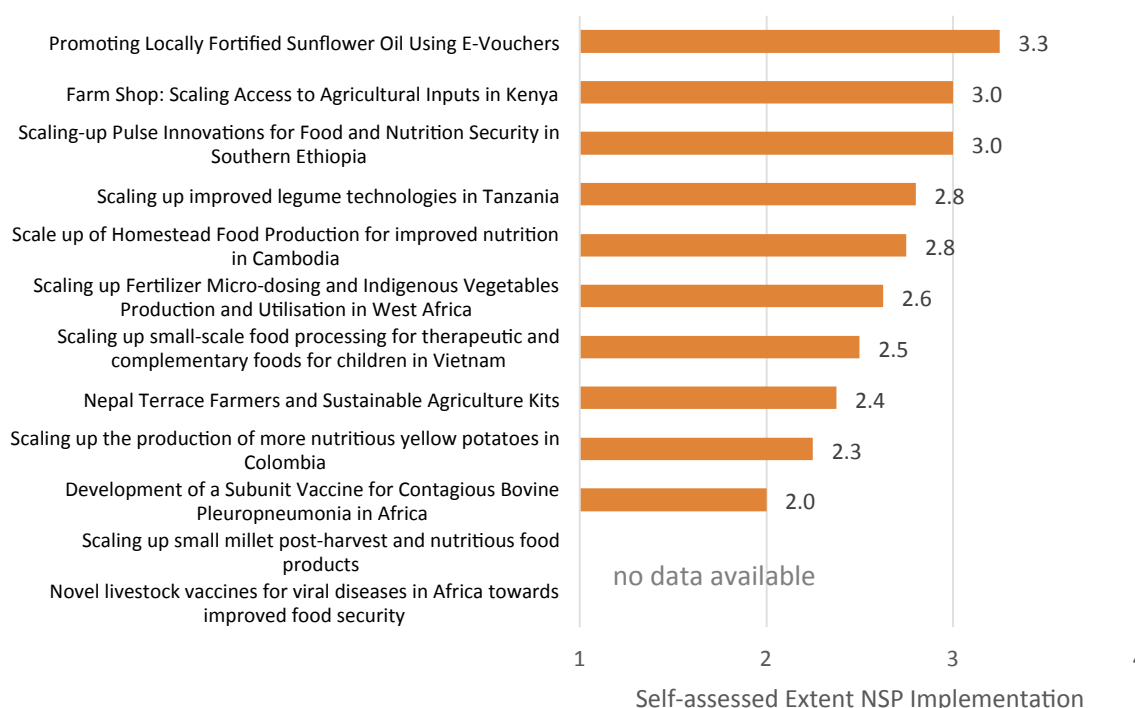


Figure 4: Average self-reported scores of NSP implementation by endline survey respondents of IFSFR 2 Projects (x-axis categories: 1= not at all implemented, 4 = fully implemented).

Box 2: From planning to implementation of Next Step Plans

In their Next Steps Plan, the 'Precooked Beans for improved food and nutritional security and income generation in Kenya and Uganda' project planned a total of 12 targeted activities out of which 8 were realised:

- Gender analysis: 1/5 planned steps implemented

- Gender integration: 0 planned, 3 implemented
- Stakeholder engagement: 1 planned, 2 implemented;
- M&E and learning: 2/4 planned steps implemented;
- Others: 0/2 planned steps implemented.

As detailed above, not all planned activities were actually implemented and some of the actions that were implemented were not part of the original plans. Thus, it should be noted that the planned activities and the ones reported as implemented may not map completely to each other due to the following reasons:

- Endline survey respondents may have answered without referring back to their NSPs over- or underreporting on implemented steps;
- When analysing the implemented steps, categorization may have been broader or more granular than in the NSPs leading to under-, or over-reporting of implemented activities.

Both reasons may contribute to disparities between what was planned and what was implemented, implying that inference from the data should be drawn with great caution.

c) Reasons for project level changes

This section explores the reasons why projects have or have not implemented their NSPs. It examines factors such as existing gender capacity in projects, the timing of gender capacity support and the different types of support provided.

The analysis draws on two different dependent measures: The endline survey participants' self-reported scores on the extent to which NSPs have been implemented (1 = not at all implemented to 4 = fully implemented), and the number of implemented steps of the NSP. Scores were collected for each of the NSP areas and also aggregated to an average. The second measure involved calculating the number of implemented steps of the NSP as reported by the projects which was aggregated by NSP areas, i.e. gender analysis, integration, M&E and stakeholder engagement.

In the following sections, the two dependent measures, i.e. subjective / self-scored ratings and the reported number of implemented steps, are described and analysed based on the baseline gender audit scores, baseline existence of a gender strategy and gender expert, extent of gender transformative approach at baseline, and field visit support.

Qualitative insights from interviews and case studies are used to complement the quantitative findings.

Does the baseline gender audit score affect NSP implementation?

We looked at how the original gender capacity of projects (i.e. gender audit scores 1-3, with 1 indicating only a cursory attention to gender and 3 demonstrating strong gender theory and practice) is associated with self-reported NSP implementation.

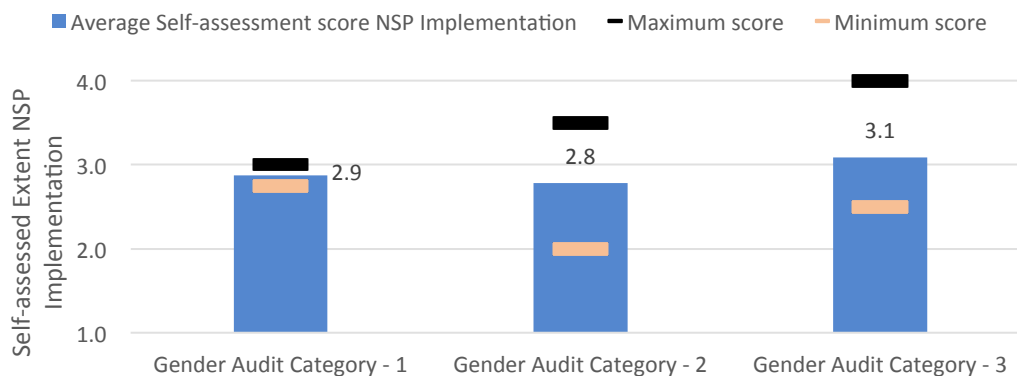


Figure 5 shows that there is a no strong indication of correlation. But looking into NSP categories, a positive association with Monitoring, Evaluation and Learning. Looking at

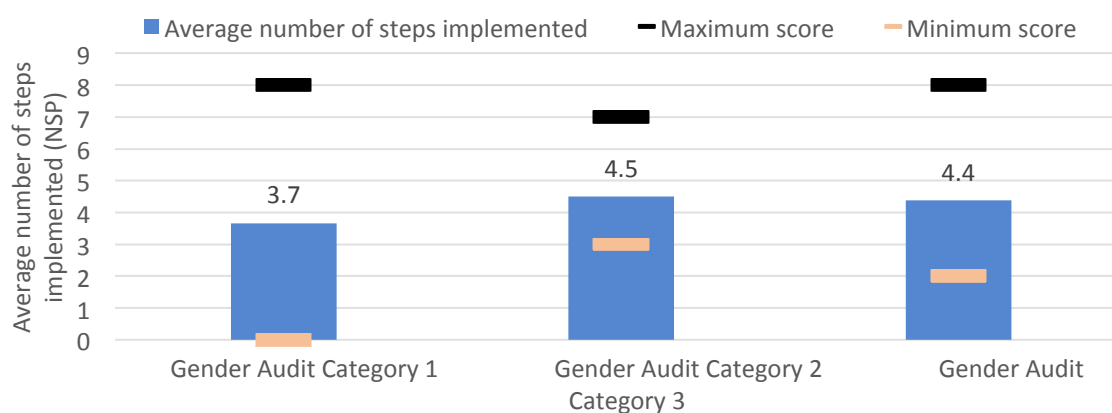


Figure 6, the number of steps implemented seems to be associated with stronger projects at baseline. On the whole, comparing the total and average scores of the two figures, the baseline gender audit category does not appear to be very strongly associated with NSP implementation.

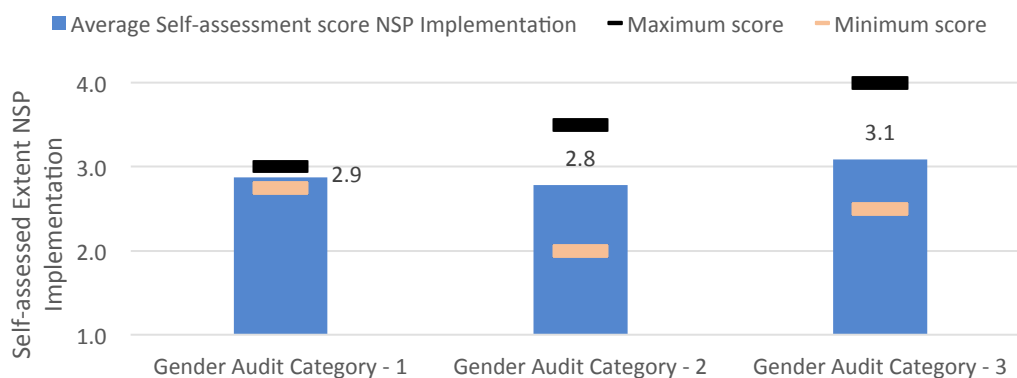


Figure 5: Differences in self-reported NSP implementation of projects disaggregated by gender audit categories at baseline (y-Axis categories: 1 = not at all implemented, 4 = fully implemented).

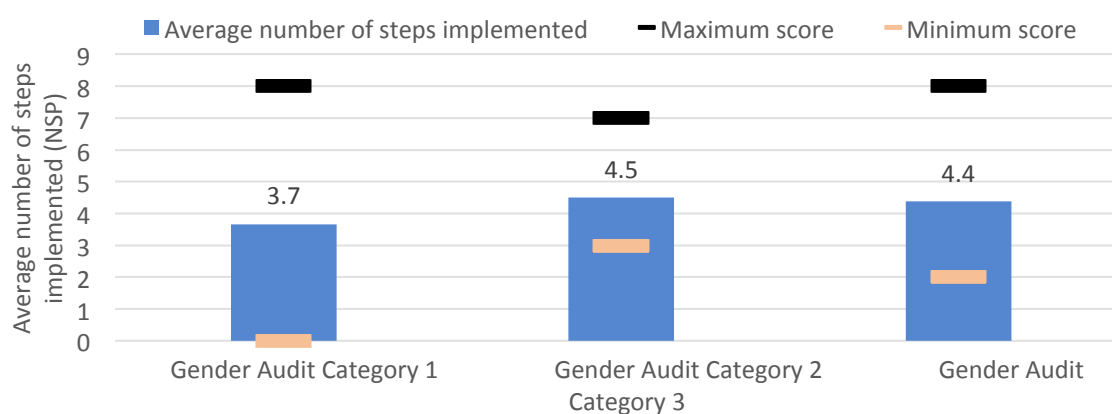


Figure 6: Average number of steps implemented as per the NSP for each gender audit category at baseline.

Do gender strategies and gender experts make a difference?

Several projects had a gender strategy or a dedicated gender expert in place at the outset of the capacity support (i.e. when gender audit was conducted). Those projects rate themselves a higher score for the NSP implementation (see

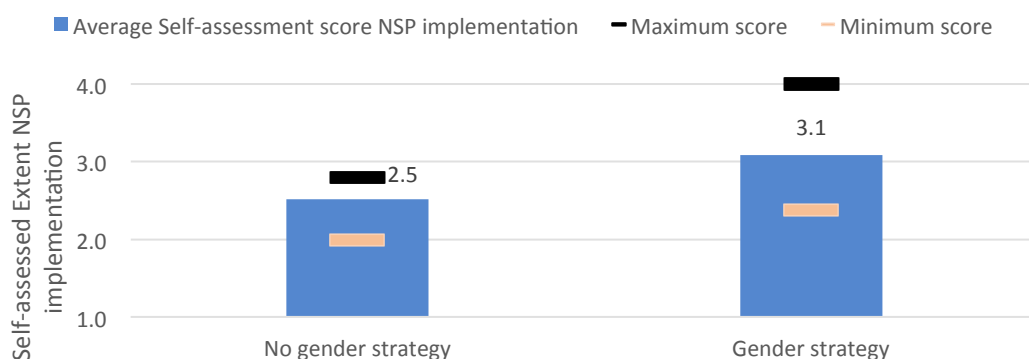


Figure 7 below and Figure 15 in annex). The same association can also be found with regard to the

number of implemented steps (see

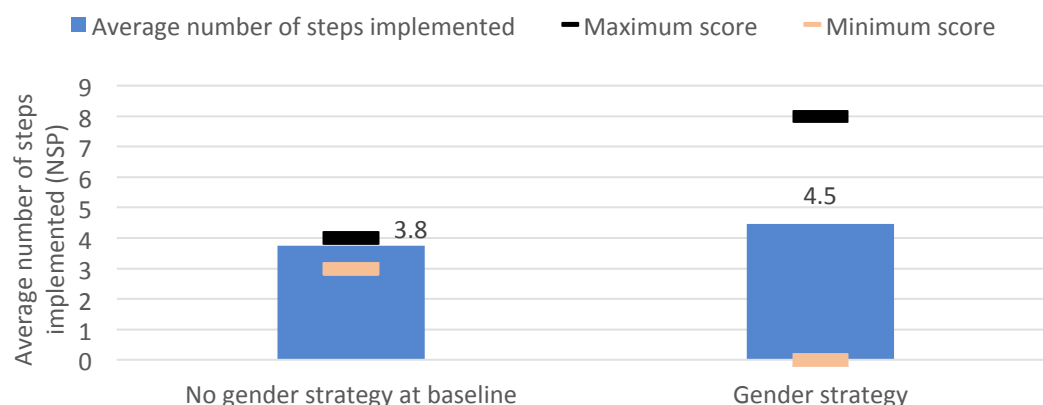


Figure 8 below and Figure 16 in annex).

This result may be related to a closer alignment of these projects' NSPs to gender-related activities that were planned in the strategy already. A dedicated gender expert can ensure that these activities are on track and support implementation. However, it was also found in the needs assessment survey that gender experts were often too junior or inexperienced to drive changes in the projects. Box 3, below, illustrates how projects with more developed gender strategies and had already benefited from external gender expertise may have been better positioned to develop tailored and realistic NSPs.

Box 3: How the external gender capacity support aligns with project internal strategies and approaches for the MASAVA project

One junior staff member and gender focal point from the MASAVA project attended the Nairobi workshop just prior to their project's planned mid-term review. As the gender strategy had already been developed for this project, the MASAVA workshop participant produced a Next Step Plan that was closely aligned to the other gender related activities of the project. The timing was also fortuitous as the Next Steps Plan could be integrated directly into the mid-term review and inform the findings therein. The NSP provided insights for the regional behaviour change communication strategies and project design. The gender analysis, which was facilitated by an external gender consultant, for instance, identified that the involvement of men in the project's marketing approach needed to be improved and that there were misconceptions about fortified oil. These insights from the external gender consultant were considered in the Next Steps Plan. Thus, the Nairobi workshop, alongside other gender activities, such as gender analysis, audit and gender sensitization, contributed to the project's overall focus on gender inclusion.

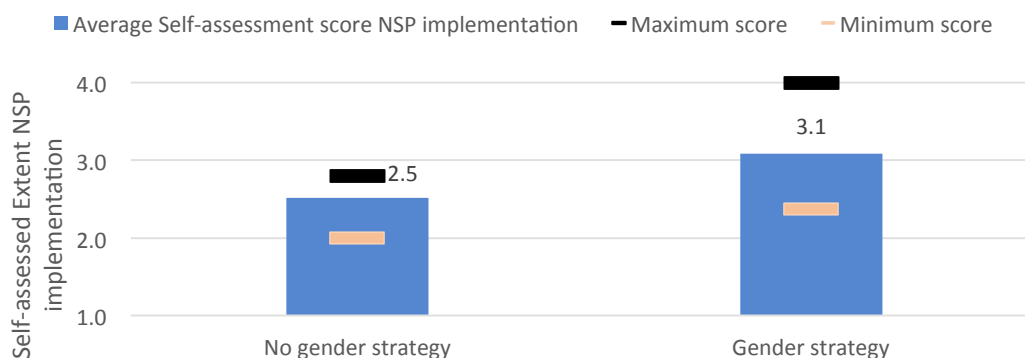


Figure 7: Differences in self-reported NSP implementation of projects with and without a gender strategy at baseline (y-axis categories: 1 = not at all implemented, 4 = fully implemented).

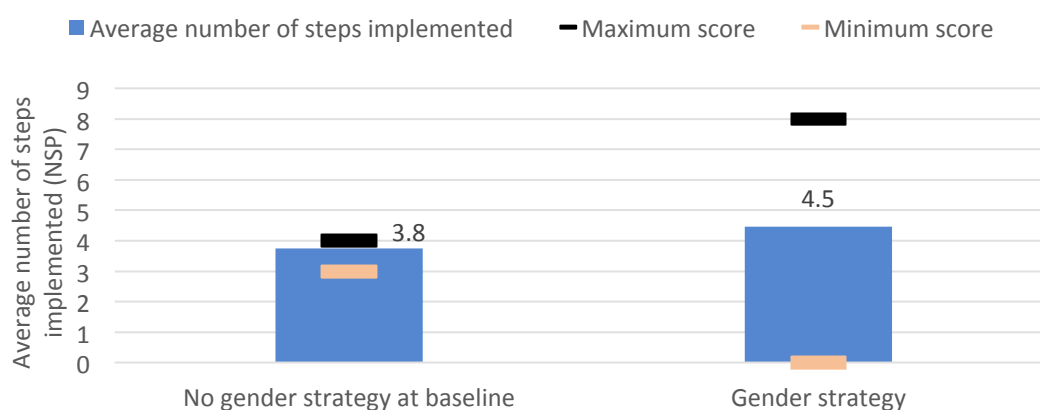
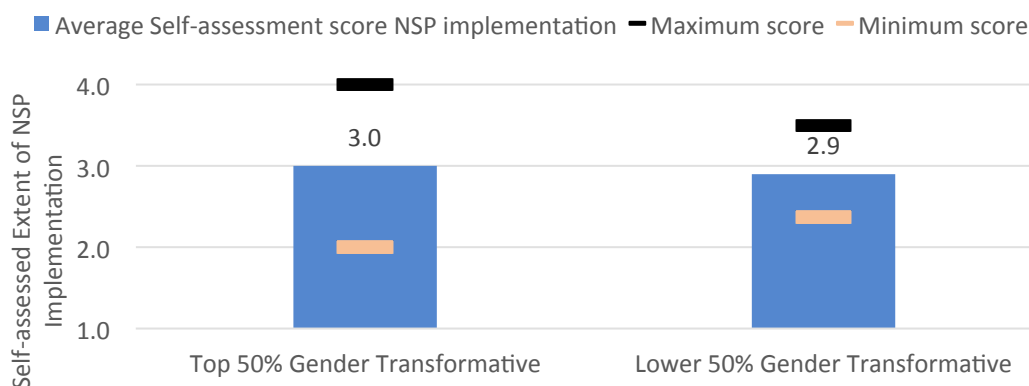


Figure 8: Difference in average number of steps implemented of projects with and without a gender strategy at baseline.

Is there a relationship between transformative approaches at baseline and results reported in the endline survey?

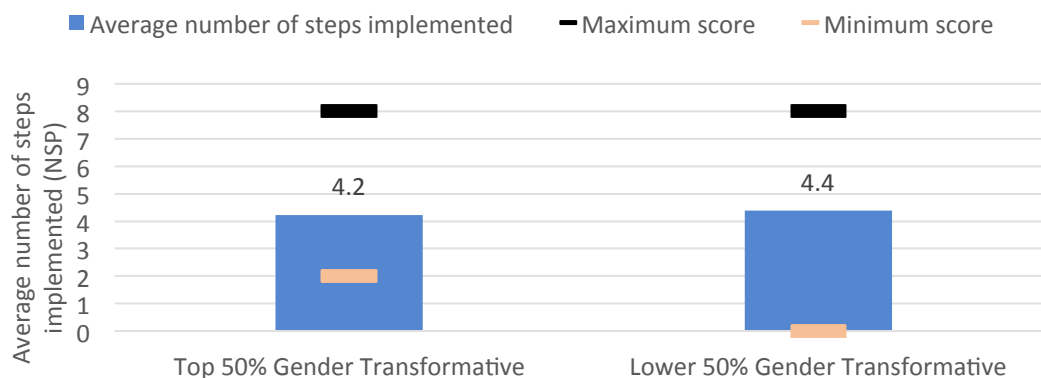
There appeared to be no decisive differences in terms of NSP implementation for projects that were classified as having stronger evidence of pursuing a transformative approach compared to those with less evidence of a transformative approach (see



Figure

9

and



Figure

10). The reason for this may lie in the specific details about the transformative approach that the gender audit could not assess.

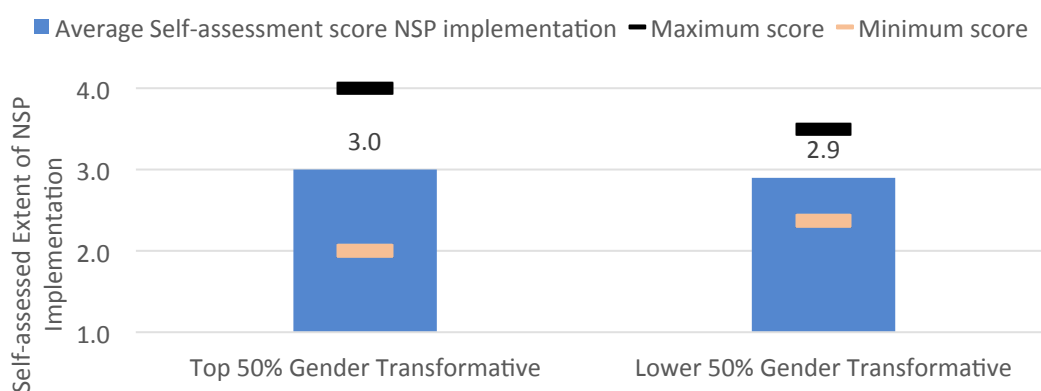
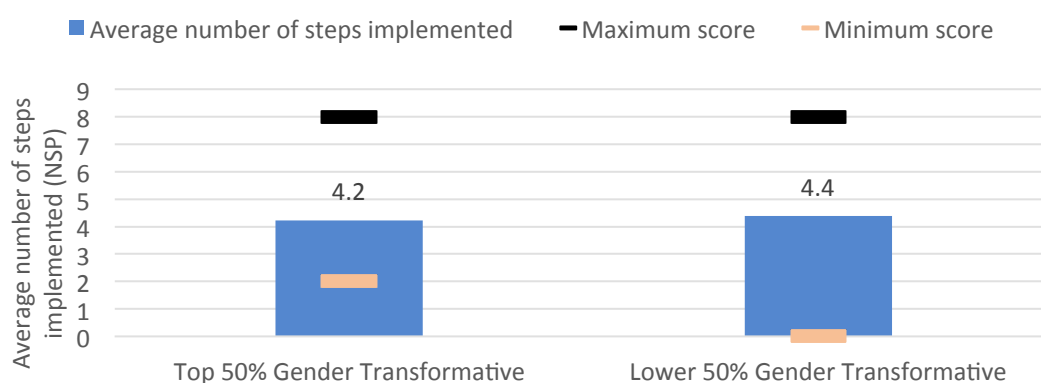


Figure 9: Differences in self-reported NSP implementation of projects below and above median score on evidence of transformative approach at baseline (y-axis categories: 1 = not at all implemented, 4 = fully implemented).



Figure

10: Differences in average number of steps implemented of projects below and above median score on evidence of transformative approach at baseline

What difference does the projects' stage of implementation make when support was received?

Projects received the gender capacity support at different stages of implementation. The NSP

implementation as per the self-assessment does not seem to correlate with the stage of project implementation at baseline. But there is a positive association between the number of steps implemented and the length that projects have been running (over one year; compare

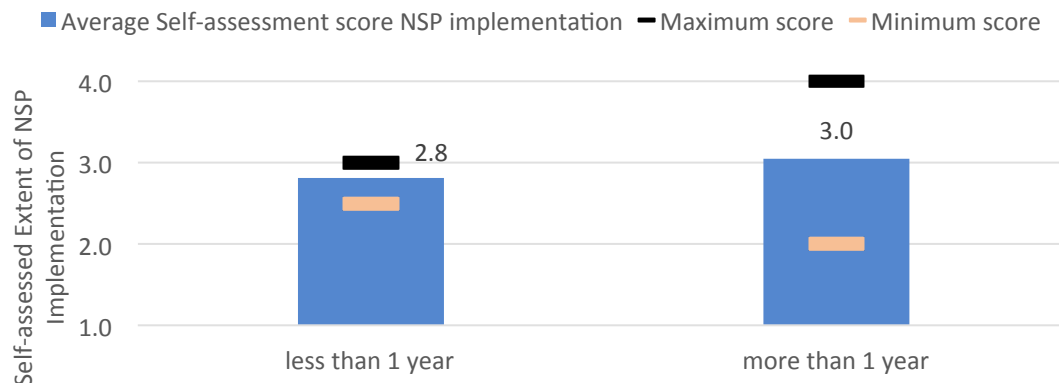


Figure 11 and

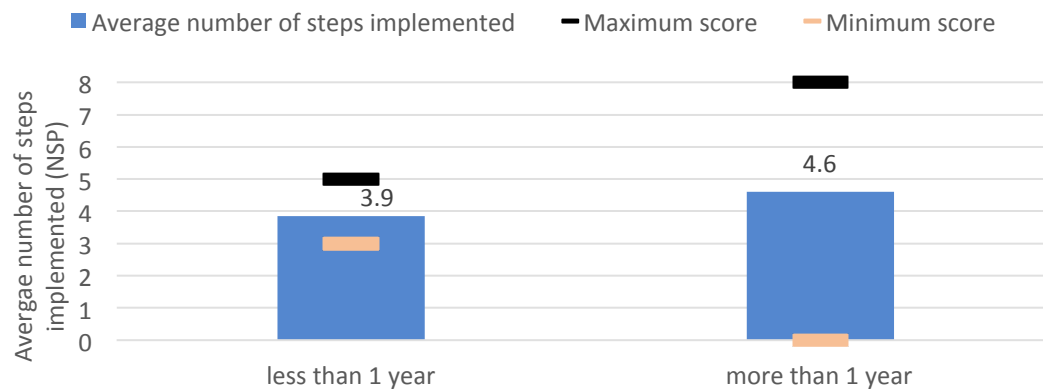


Figure 12).

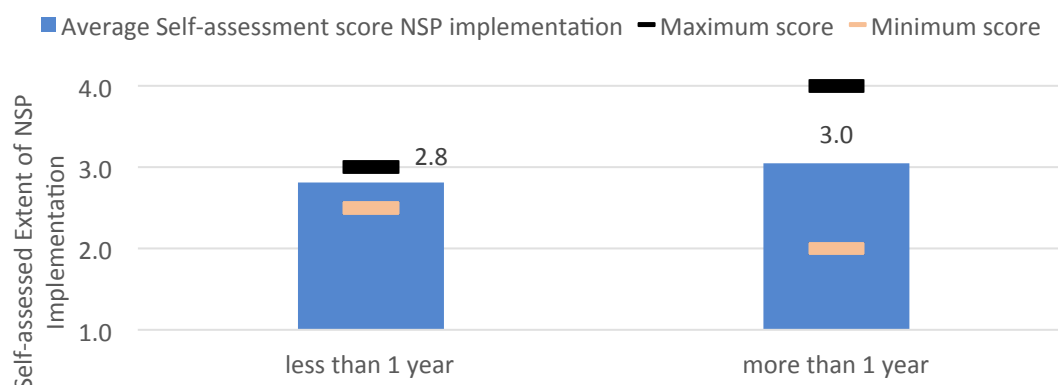


Figure 11: Differences in self-reported NSP implementation of projects that were less than a year and more than year into implementation at the start of the ALINe/SDDirect support (y-axis categories: 1 = not at all implemented, 4 = fully implemented).

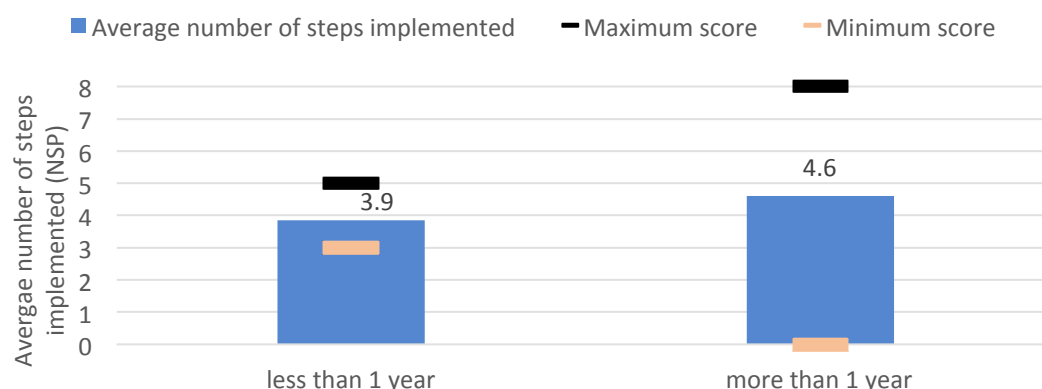


Figure 12: Differences in average number of steps implemented of projects that were less than a year and more than year into implementation at the start of the ALINe/ SDDirect support.

Projects that were further into their implementation reported gender capacity support should be provided at earlier stages, especially with regard to the gender integration workshop. Nonetheless, they reported to have implemented actions in gender analysis, gender integration and stakeholder engagement at similar rates to those projects in earlier stages. In terms of differences in M&E implementation, several projects near completion reported undertaking a number of actions to refine their endline survey tools and approaches. Similarly, projects in earlier stages of implementation, noted some aspects of their NSPs would be completed at a later stage.⁹

What difference does ALINe / SDDirect gender capacity support make?

Survey respondents provided multiple reasons for the implementation of the NSPs. On the one hand, efforts by project staff and the principal investigators were highlighted alongside stakeholders that were engaged. On the other hand, the different capacity building activities delivered by ALINe / SDDirect were cited as important factors that made NSP implementation possible. The different categories and the number of times they're mentioned in the endline survey are listed in Table 2.

⁹ Please see also BOX 3 for how gender capacity support aligns with project internal approaches and strategies.

Table 2: Number of references to the factors that made implementation of NSPs happen

Staff efforts	Project stakeholders, e.g. communities, IDRC PO	Field visit support	Materials and resources	NSPs	Webinars	Workshop Nairobi
3	5	3	1	1	4	7

"[IDRC PO] provided a good level of support when designing the evaluation tools/plan. Huge efforts by all Zambia-based staff to carry out the research including our PI." (Combining Postharvest Fish Value Chain and Social Change Interventions in Zambia and Malawi)

"The gender workshops and webinars assisted the team to improve on data collection tools to better capture gender issues." (Development of a Subunit Vaccine for Contagious Bovine Pleuropneumonia in Africa)

"Nairobi gender workshop helped us in gender analysis, conducting forum theatre in different communities and coming up with the outcome story" (Post-Harvest Management Technologies for Reducing Aflatoxin Contamination in Maize Grain and Exposure in Humans in Zimbabwe)

Comparing projects that received a field visit with those that did not, differences appear to be less pronounced for the self-reported implementation measure (

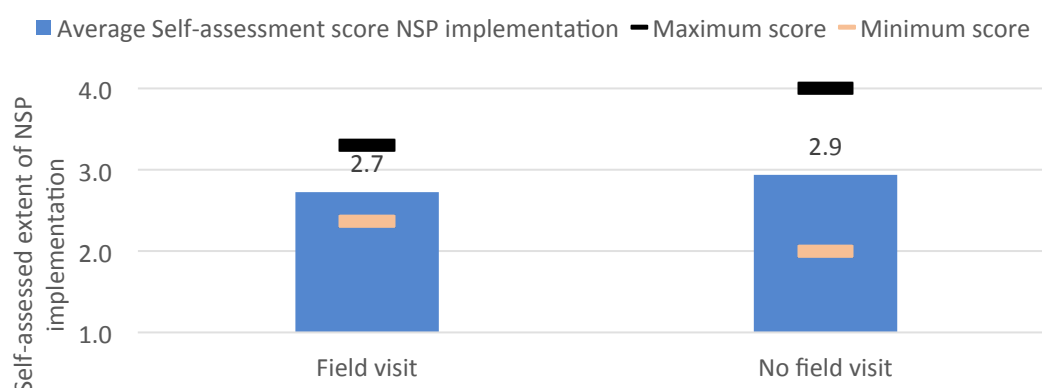


Figure 13). However, counting the number of steps from the open questions,

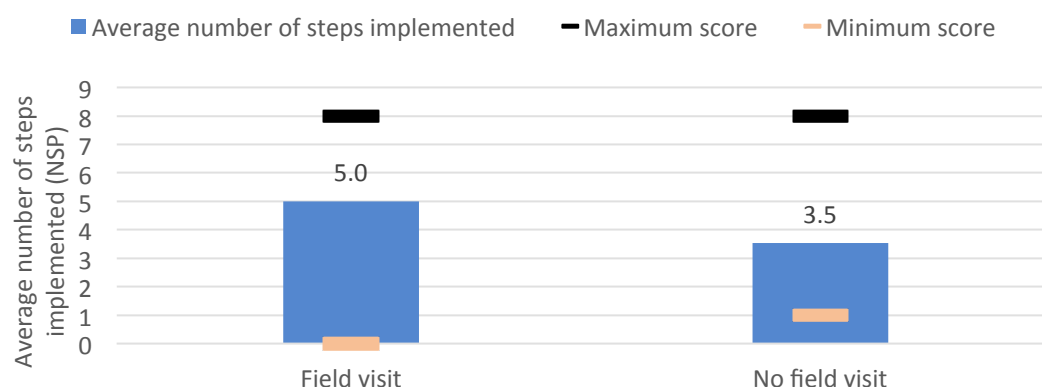


Figure 14 suggests that those projects receiving a field visit implemented a greater number of steps.

On average, those projects receiving a field visit implemented five steps, while non-supported projects implemented 3.5 steps. This is under the caveat that little can be said about the actual quality of changes or steps implemented except for projects where field visits were undertaken. Indeed, for the field visits undertaken, ALINE / SDDirect reviewed and supported the development of specific tools, products, and process outlined in the project's NSPs. Dedicated support enabled field teams to review the purpose and appropriate application of gender integration and data collection tools and processes.

"Field visits from ALINE/SDDirect consultants were really explicit. With face to face interfaces, the deliberations helped us in designing the end line tools. Hope when we carry out the end line, we will be able to measure gender responsive outcomes."
(Socio-Economist/gender)

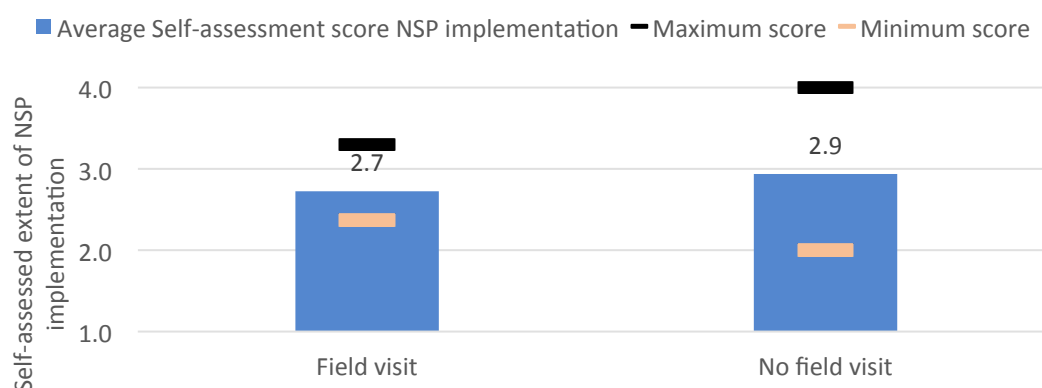


Figure 13: Differences in self-reported NSP implementation of projects with and without ALINE / SDDirect field visit support (y-axis categories: 1 = not at all implemented, 4 = fully implemented).

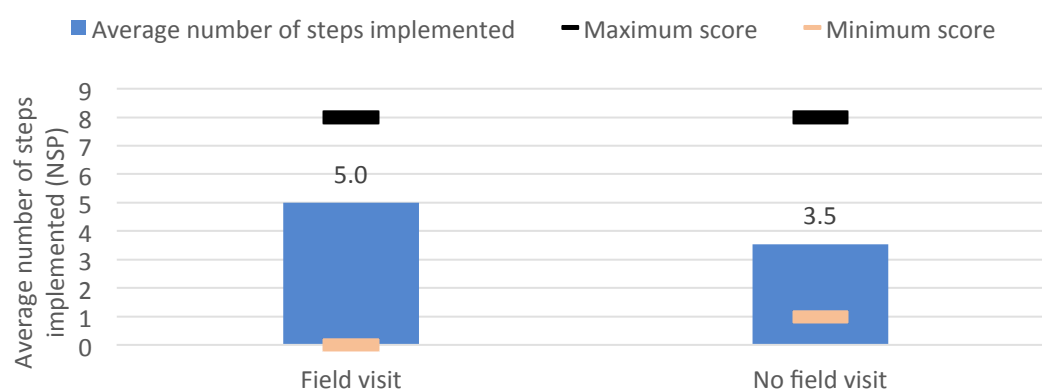


Figure 14: Average number of implemented steps from NSP in field visited supported and non-supported projects.

3.2. Progress towards gender outcomes

The following section draws on responses from the endline survey regarding the two most important gender outcomes respondents felt their project team had achieved.¹⁰ Several case studies are also

¹⁰ Respondents listed both outcomes that were internal to the project (e.g. Capacity building of staff and researchers, development of a gender strategy, gender sensitive M&E and research, and using gender components in new projects) as well as the external outcomes projects were seeking to influence. The internal outcomes were therefore classified as

included to provide further context as to how project support may have contributed to gender outcomes. This section presents an overview of how projects perceived the actions they undertook to translate into better outcomes for women.

Of the 16 projects that provided information on priority gender outcomes (several did not respond noting their project was still underway), 3 projects self-reported achievements in behavior changes and increased access to information, 3 projects reported achievements in increased nutritional benefits, 7 projects reported achievements in improved access and adoption of new technologies and 4 projects reported more equitable distribution of resources and decision-making power as reflected in the table below.¹¹

Table 3: Listed gender outcomes by projects

Gender outcome categories	General behavior changes, increased access to information	Increased nutritional awareness and benefits	Improved technology access and adoption; reductions in drudgery	More equitable distribution of resources, income and decision-making power
Projects reported achievements in outcome categories	<p>Scaling up the production of more nutritious yellow potatoes in Colombia (CIFSRF Phase 2)</p> <p>INSFEED: Insect Feed for Poultry and Fish Production in Kenya and Uganda (CultiAF)</p> <p>Expanding Business Opportunities for African Youth in Agricultural Value Chains in Southern Africa Combining Postharvest Fish Value Chain and Social Change Interventions in Zambia and Malawi (CultiAF)</p>	<p>Promoting Locally Fortified Sunflower Oil Using E-vouchers (CIFSRF Phase 2)</p> <p>Scaling-up Pulse Innovations for Food and Nutrition Security in Southern Ethiopia (CIFSRF Phase 2)</p> <p>Scaling up Fertilizer Micro-dosing and Indigenous Vegetables Production and Utilisation in West Africa (CIFSRF 2)</p>	<p>Communicating Science for Impact: Radio for Reaching Farmers with Research Results (CultiAF)</p> <p>Development of a Subunit Vaccine for Contagious Bovine Pleuropneumonia in Africa (CIFSRF Phase 2)</p> <p>Improved Processing and Marketing of Healthy Fish Products in Inland Fisheries in Malawi (CultiAF)</p> <p>Nepal Terrace Farmers and Sustainable Agriculture Kits (CIFSRF Phase 2)</p> <p>Scaling up improved legume technologies in Tanzania (CIFSRF Phase 2)</p> <p>Scale up of Homestead Food Production for improved nutrition in Cambodia (CIFSRF 2)</p> <p>Post-Harvest Management Technologies for Reducing Aflatoxin Contamination in Maize Grain and Exposure in Humans in Zimbabwe</p>	<p>Pre-cooked Beans for Improving Food and Nutrition Security and Income Generation in Kenya and Uganda (CultiAF)</p> <p>Scaling-up Pulse Innovations for Food and Nutrition Security in Southern Ethiopia (CIFSRF Phase 2)</p> <p>Scaling up Fertilizer Micro-dosing and Indigenous Vegetables Production and Utilisation in West Africa (CIFSRF 2)</p> <p>Improved Processing and Marketing of Healthy Fish Products in Inland Fisheries in Malawi (CultiAF)</p>

additional actions undertaken to support gender integration and are reflected in section 3.1.2 of this report. The table below focuses solely on that latter.

¹¹ The full list of reported outcomes is included in Annex 'Priority Gender Outcomes.' The table above reflects a classification of these self-reported outcomes.

		(CultiAF)	
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In the case study interviews, project members expanded on how they felt their teams were better positioned to deliver on these outcomes and reflected on the evidence they were already seeing to suggest some positive improvements.

Box 4 provides further details from the ‘Improved fish products in inland fisheries in Malawi’ on some instances they were witnessing in the community regarding shifting gender roles and responsibilities.

Box 4: Evidence of progress toward gender transformation in fish marketing value chains through changes made by the project

According to interviews from team members in the ‘Improved fish processing and marketing for healthy fish products in inland fisheries in Malawi’ project, additional efforts were undertaken to more purposefully integrate gender following the gender integration workshop in Nairobi.

“One of the things I noted at the time when we were designing the project is that while we had gender in the project, it was not as explicit as it was supposed to be. However, the way gender was explained at the gender integration workshop in Nairobi, we realised we had to identify additional resources to implement gender activities.” (Fish Value Chains in Malawi - project team member)

Within the project, it was observed that when it came to more lucrative opportunities, men were much quicker to capitalize on those opportunities regardless of whether they were previously engaged in fish processing. In order to ensure women, girls, and youth were not side-lined in the process, the project team allocated additional financing to support the training of gender champions within the community. Champions had been sought to challenge existing perceptions around gender roles and responsibilities that prevented women and ultimately the entire household from fully realizing the benefits of utilizing the solar tent dryer and applying different marketing techniques.

“Through the training, we have seen men becoming more comfortable doing fish marketing together with women and supporting them in household activities.” (Fish Value Chains in Malawi - project team member)

Similarly, in terms of improvements in nutrition and women’s empowerment in the ‘Precooked Beans for improved food and nutritional security and income generation in Kenya and Uganda,’ one respondent reflected on the team’s approach to gender from the start of the project and how it changed over the course of project implementation. The respondent discusses the endline tools the project team developed to better understand how project interventions may have impacted aspects such as changes in distribution of income and decision-making power.

Box 5: The Precooked Beans project uses gender sensitive tools in endline survey to better understand gendered impacts of their interventions

In the ‘Precooked Beans for improved food and nutritional security and income generation in Kenya and Uganda’ project, a gender strategy was developed at an early stage to ensure women were considered in all aspects of the precooked beans value chain. During the baseline, the project team examined a number of different factors from consumers’ willingness to pay for precooked beans products, to farm level productivity. The team conducted surveys on consumption habits and

expectations in rural areas; and commissioned studies exploring the role of different actors across the value chain. Despite a purposeful approach to consider gender, several factors, such as defining and measuring women's empowerment, were not considered at the outset of the project.

While the project was in an advanced stage of implementation, the field visit from ALIne/SDDirect aimed to help the project team plan for their endline study, developing more refined survey instruments to assess the impact of interventions in key outcome areas such as women's empowerment and changes in income and productivity.

Members from across the wider project team convened in Kampala to strategize on how to effectively integrate gender across all the relevant project themes at endline, and discuss what survey tools could be developed to capture the endline data. Following the initial meeting, significant time was invested in testing the tools and training the survey team to be gender sensitive in their implementation. While data analysis of the endline survey results was still underway at the time of writing, of the data analysis that was completed, the project team noted seeing positive trends.

"The initial tools were not able to effectively give us a measure of women's empowerment, but in our revision, this was brought in very strongly, we adopted new WEAI index tool [and] we hope this will give us insights on empowerment even if we can't compare to the baseline. This will also help inform our efforts in scaling up." (Precooked Beans - project team member)

Below we included two case studies that received either more general support from ALIne/SDDirect (Box 6) or targeted support through field visits (Box 7). In the first case, while they did not receive a field visit (i.e. targeted support from ALIne/SDDirect), they benefited from expertise which they had recruited prior to participation in the gender integration workshop in Nairobi. This combination of support appeared to enable them to make a number of changes. In the latter case, targeted support was provided and resulted in a number of gender related changes to their strategic plans and activities. Thus, while targeted support from ALIne/SDDirect was an important contributor to changes being undertaken in Nepal, in other cases where existing or external expertise has been drawn upon, additional targeted support may not be necessary.

Box 6: MASAVA - Higher sales figures due to gender analysis and changes in activities

The 'Promoting locally fortified sunflower oil using E-vouchers project (MASAVA)' changed a number of their activities after carrying out a gender analysis that was informed by the project's gender analysis and the gender integration workshop by ALIne / SDDirect. These changes led to higher sales figures of the fortified sunflower oil:

- They recognized that the E-voucher design was too time-consuming for busy women, as it would be difficult for them to wait for its completion at the retail shop. Thus, they changed the design of the E-voucher.
- Similarly, the project found that roadshows are less effective than clinics and cooking shows for marketing and selling products. Hence, the project evolved to better targeted messaging and marketing of the fortified oil.
- The project identified the disparity between the much higher number of male retailers than female run outlets and wondered if that was representative for the different regions they work in. The gender awareness among the team helped to shape the marketing strategy and give this issue greater consideration for the scale-up plan.
- MASAVA recognized that the packaging size was prohibitive for families buying in small

volumes to access fortified oil, so they changed the design of the packaging.

- Based on the recommendations of the gender audit, MASAVA started targeting different populations; for example, male customers in certain regions who have greater control resources for food consumption, or targeting religious leaders who are important stakeholders and communicators for the project.

Box 7: Nepal SAK - Changes in marketing practices of the business project partner

The Nepal terrace farmers and Sustainable Agriculture Kit (SAKs) project aims to enhance agriculture productivity, reduce female drudgery, improve agriculture input supply and promote sustainable environmental management in the hills of Nepal.

The business partner of the Nepal SAK partner with the support of the field visit by ALINe / SDDirect updated its marketing strategy:

- Using more female marketers;
- Promoting messages about the products to women using women facilitators because they go to the shops;
- Using advertisement that is more accessible to women such as radio, video, and posters, with targeted messages;
- Trying to collaborate with women's groups on SAK demonstration.

While there was reported progress in key areas of the project's NSPs e.g. Marketing practices, it is too early to identify whether these changes have led to increased sales and reached women farmers more effectively.

"We were gender blind, now we're gender responsive and we want to be gender transformative, but we have more work to do." (Nepal SAK project team member)

While the above cases, provide further insight into the types of changes that were made and examples of possible benefits to the households and communities where implementation took place, further follow-up is required.

For most projects in the AFS portfolio it is too early to fully assess project impact. However, as implementation and the endline analyses continue, it will be important to not only look at improvements in household indicators, but also to ensure the reported impacts are underpinned by intra-household analysis. Several projects reported using tools such as the adapted WEAI to assess impacts on income and decision-making within households. This analysis will help provide more robust insights into the impacts of gender support on women specifically.

4. Conclusions

This section includes a reflection on the lessons learned during the course of project implementation and a summary of the results from the preceding analysis.

A wide range of actions correlating with the NSPs were undertaken by a majority of projects following support interventions. A total of 18 projects (out of 19 who provided complete answers in the endline survey) implemented at least one activity from their NSP and overall, projects implemented an average of four activities from the NSPs.

Early investments in gender integration yield high pay-offs. Projects that had internal gender

expertise and a gender strategy at the outset of the ALINe/SDDirect support were rated higher in the gender audit across all domains (e.g. finance, core concepts, transformative approach) and reported greater levels of NSP implementation particularly with regard to M&E. However, the extent to which a transformative approach was present at the baseline (based on the gender audit) did not correlate with implementation of the NSP nor did the aggregated gender audit categories lead to higher NSP implementation consistently. This suggests that while projects may have articulated a gender transformative approach in their project documentation, if this was not accompanied with the necessary resources and expertise, the extent to which those transformative approaches were implemented appeared to have been limited.

Setting an effective foundation for gender integration should start at project inception. Early investments in gender expertise appear to be a critical component to set projects on the right track for embedding gender in their project approaches. This was also reflected in feedback from the endline survey with more than 20 per cent of respondents (n=7) noting that capacity building support could be improved by ensuring a gender workshop such as the one conducted in Nairobi occurs at the start of the project and involves the project leadership as well as the core team.

Involving multiple members of the project teams helped to raise awareness and equipped staff with useful tools and resources. The gender integration workshops were highly rated amongst respondents (average rating 3.8 / 4) and regarded as an important forum for engaging with gender experts, gaining practical tips and guidance on gender integration and improving understanding of gender issues. Respondents also noted that the use of concrete examples from other AFS projects helped staff to better understand what gender integration actually entailed in their own projects. Many also noted it enabled them to reconsider their existing strategies and gender activities in light of learning from the workshop.

Developing a clear next step plan was an important tool for securing project based buy-in. While the actions undertaken on the NSPs appeared to be the result of a number of factors such as project leadership, external expertise, and initial analysis undertaken at project inception, the process of developing gender-focused action plans (i.e. next step plans) were acknowledged as an important component for gender integration. Respondents referenced sharing their NSPs with their project teams and using them as roadmap for promoting gender integration in their upcoming activities. Out of 19 projects, 16 reported that their PIs were aware of the project's NSP with the remaining 3 reporting that they did not know. The high-level of awareness amongst PIs on the NSPs may have been one factor that led to a number of actions being undertaken. Strong leadership and support for gender issues was also routinely referenced by project implementers in the case study interviews.

Different stages of implementation influence the extent and type of changes that could take place within projects. Projects were at very different stages of implementation when the ALINe/SDDirect assignment started. Geographical focus, nature of interventions, and existing gender capacity also varied significantly and necessarily influenced how and in what ways projects might revise their approach to gender integration. For example, in some cases projects were near completion, focused efforts on assessing how interventions have influenced the gender dynamics around key project outcomes (e.g. changes income, access to resources) whereas projects earlier in implementation were in a better position to revise their activities or project approach. This divergence in the challenges and opportunities projects faced and need for more tailored approaches to their specific circumstances was reflected in feedback over the course of the assignment and in the endline survey.

Offering a range of tools and support mechanisms to meet different project needs is vital for

meeting the needs of a diverse portfolio of projects. Survey respondents discussed how practically grounded content, tools and approaches that could be selected by projects as appropriate was important for taking actions forward. In particular, respondents described how they used a range of tools such as CGIAR toolkit for gender analysis, the IIED power analysis, project cycle analysis which were discussed during gender integration workshops or webinars and shared as part of the tools and resources ALINe and SDDirect provided. They discussed opportunities for peer exchange and interaction with colleagues undertaking similar work in relevant contexts as highly useful for comparing approaches and pointed to strategically timed field visits as a critical support mechanism to further advance their NSP implementation.

Webinars provided in-depth knowledge and capacity support but uptake has been limited due to time-zone differences and technical challenges. The webinars were commended for providing relevant technical guidance and offered opportunities for audience participation and peer exchange. But it is unclear to what extent webinars were used offline. Future webinars may be better targeted at projects in the same regions to improve live participation. Tracking of actual views (and downloads) is important to judge uptake better in the future.

Field visits helped projects with direct support that they may not have otherwise had. Field visits helped projects directly to implement some activities of their Next Step Plans to a greater extent than projects who did not receive a field visit. Timing of and preparation for the field visit is crucial. For the Nepal SAK project for instance, the field visit was timed to inform their survey preparation and approach and the revision of their marketing strategy and M&E framework. The Nepal SAK PI reported the external expertise enabled them to strategically reflect on the project with clarity that would not have otherwise come from their internal team and overseas partners. While more resource- and time-intensive, field visits appear to be an important option for more in-depth and targeted technical assistance and should be used selectively and strategically.

Gender integration at project level is constrained by a variety of internal and external factors. Internal challenges comprise for instance of ensuring a common approach to mainstreaming of gender across projects and the organisation, as well as time constraints. In some cases, projects note limitations in available staff with gender expertise despite the interest and perceived value of promoting gender integration. On the other hand, respondents noted external challenges including cultural and traditional beliefs in communities and stereotypes, widespread domestic violence, language barriers, and lack of awareness. While many of the projects noting these challenges have sought to tackle these issues in their interventions, their comments reflect an appreciation of the complexities and concerted efforts required to change norms, perspectives and overcome some of these barriers to bringing about gender transformation.

5. Recommendations

5.1. Recommendations for gender integration in the project cycle

The following recommendations are presented for each stage of the IDRC program or project cycle.

Call for proposals

A learning event in which experiences of the different projects are shared would increase gender integration across projects. In particular, projects in second phases with clear project learnings on gender may offer useful insight and case studies for other projects. Such events should be held prior to the start of re-funding periods and should also seek to engage a wider range of IDRC project

officers.

The provision of clear guidelines on gender requirements and access to resources/materials (e.g. Gender guidelines, Gender Strategy), are an important starting point to ensure projects are considering gender from the outset. As demonstrated in the results section, projects that have developed gender strategies from an early stage not only scored higher in the gender audit, but also demonstrated higher levels of implementation of the gender integration next step plans.

Appraisal and selection of proposals

A light weight gender audit should be completed alongside the appraisal process. During the appraisal process, program officers evaluating the proposal should record the extent to which categories in the gender audit have been completed (e.g. budget included, expertise, gender terminology, etc.). This lightweight tool should align with the guidelines provided in the IDRC gender strategy. Similarly, an initial assessment of where the project stands with regard to gender integration (e.g. gender blind, gender responsive, gender transformative, etc.) could be made to provide an initial classification. It could also be coupled with a project staff capacity assessment using the core modules (i.e. gender analysis, gender integration, monitoring, learning, and evaluation, and stakeholder engagement). Ultimately, it should be easy to update performance scores when changes are made.

Identification of gaps in selected proposals

Careful analysis is required if greater support towards gender transformative approaches is desirable and achievable before additional resources are spent. Linked to the above, following the initial appraisal of projects, it's important to understand the scope and capacity projects have with regard to gender integration. Several projects that were either in their second phase or intended on pursuing a second phase noted the complexities of promoting gender transformation and how they've gradually moved from being gender blind to gender responsive. In some cases, a gender transformative approach may not be appropriate particularly if certain conditions or resources are not in place. Projects being considered for a second phase or that have demonstrated sufficient capacity within their team or project documentation may be more amenable to such an approach. This should be ascertained in the early stages of the project in order to inform appropriate gender support.

IDRC Project Officers play a critical role in gender support and also monitoring of the follow-up of gender strategies. If some project officers do not have sufficient gender expertise, training and additional support may be necessary. Future efforts may aim to have a stronger focus on internal capacity building beyond engagement in the gender integration workshops.

Provision of technical support to grantees

Consider timeframe in the design and delivery of support services. Gender capacity support would ideally start at the inception of the portfolio to have maximum impact, and continue over the lifetime of project implementation. Where there is significant variation in stages of projects, separate workshops to tackle issues related to project design, implementation or endline analysis may be warranted.

Gender-related documents, such as next steps plans, should be socialised by the whole project team. While respondents reported sharing their NSPs, more formalized mechanisms are needed to

ensure the wider team's engagement with clear roles and responsibilities in NSP implementation and follow-up. This may, for example, also include requiring some formal reporting of progress on actions related to gender integration in the six-month progress reports. Where issues are encountered, additional gender related support could be deployed. Having such a reporting mechanism would also enable a better tracking of the quality and extent to which changes are made. This approach could also be applied to other gender-related documents such as gender strategies whereby projects systematically reflect on the extent to which they have been able to advance activities outlined in their gender strategies.

Peer learning should be leveraged to a greater extent. Peer support feedback were important elements in the workshops (as part of ongoing conversations and, more specifically, the action learning sessions), and in drawing on existing experiences for developing resources. Further efforts to support peer learning should be explored. This could be done through joint field visits or learning events. Peer support mechanisms such as communities of practices or mentoring could also play a greater role.

Asking projects that received a field visit to offer peer-learning (e.g. online discussion, short briefing note on lessons learnt) or similar mechanism for sharing their knowledge might provide a good opportunity for low-cost learning. Interest for this was voiced anecdotally during the field visits.

Integrate more opportunities for testing and trialling gender integration tools to reduce the gap between theory and practice. This may include convening forums where projects applying similar tools or approaches can discuss how they have applied tools and the respective challenges faced. Regional workshops or online forums could be explored to keep costs to a minimum.

Ongoing monitoring / tracking of grants and provision of feedback

A lightweight gender audit should be carried out by IDRC project officers at key stages in the project life-cycle. This should build on the initial assessment carried out as part of the appraisal process. As project officers have a deeper understanding of where the project is in terms of its implementation and staff capacity, what documentation is available, and what might be most relevant in terms of gender integration, they are well positioned to update the audit. Information to update the audit could be collected at the appraisal phase, during the inception period, periodically through mandatory reporting on gender progress in the 6 month technical reports, and in the endline assessment.

Linked to the above, the relevant questions to ask will grow based on the stage the project is at. If projects are not in a position in which their activities are clear or they have not yet developed a project monitoring and evaluation framework, it will be difficult to ascertain the extent to which gender has been taken into account. Projects assessments and any comparisons made across the portfolio should be based on their stage of implementation.

Adequate time and resources are required to assess the evidence of project outcomes. Objective and subjective measures have to be combined meaningfully. Ideally, self-reported achievements should be triangulated. This requires time, resources, and sufficient access to project teams and related documentation. This is particularly the case when triangulating data from a multitude of projects globally with implementing partners spread across countries and continents. Similarly, if the evidence of progress towards outcomes is to be assessed, such assessments should take place after projects have completed their endline data collection. There should also be sufficient time between providing support and seeing results.

5.2. General recommendations for this assignment

One size fits all approach may be sufficient to raise awareness and shift projects from gender blind to more gender responsive, but more tailored support should be explored for supporting gender transformation. While tailored support across the portfolio may be prohibitive in terms of costs, projects (e.g. MASAVA) may have budget to contract gender expertise themselves or get support from headquarter or their partners. Additionally, moving projects from gender blind to gender responsive is easier to track and detect as compared to projects going from gender responsive to gender transformative. A corresponding tracking system would grow in complexity and resources required

A stronger focus and additional support on gender integration in stakeholder engagement and M&E may be warranted. While projects reported undertaking actions in these areas, this was less pronounced, with fewer examples of how learning has been applied. Projects receiving field visits also demonstrated limited technical knowledge in the development and application of gender responsive data collection tools and M&E more widely.

Share resources and offline seminars on the IDRC website to make them available for the wider use. All webinars have been uploaded on [YouTube](#) and usage and downloads/views should be tracked. Similarly, it is important that materials and resources such as the four modules and tools inventory are shared within the project teams as well as future grantees for their wider and continuous usage.¹²

Share learning with wider development community and donors. IDRC should be commended for its commitment to pursue a comprehensive and holistic approach to support gender integration as opposed to a one-off intervention. IDRC's strong stance on gender integration into the project portfolio and gender capacity support is worth showcasing to other donors. This could be in the form of a joint briefing paper or presentation on how IDRC has been promoting a systematic approach to gender integration in its portfolio and what's been learned through this approach.

¹² For the resources developed as part of this assignment, please see here:
https://www.dropbox.com/sh/izppdirqxa3bmiy/AADtS3BeJ_4FBuoak2iMuu-Ga?dl=0

6. Annexes:

6.1. Selection of quotes

Changes in perspective	<i>"My initial thinking was that gender was a stand-alone in implementation of the project. After those meetings and series, I realized it was cross cutting across all objectives"</i> (Socio-economist / Gender researcher)
Changes in perspective	<i>"Before, I was not sure if Gender could be integrated into laboratory-based research [...] During the Gender training workshop in Nairobi [...] the discussions] helped me understand and changed my perspective and confidence towards gender integration."</i> (Principal Investigator)
Changes in perspective	<i>"Initially I thought gender integration was about representation only and percentage of reporting. At least now I understand that it is important to understand gender dynamics in terms of various aspects, such as access and control to specific resources [...]"</i> (Researcher)
Changes in knowledge	<i>"With various experiences shared on webinars, they were eye openers to most of the things we thought were not important. Such as use of WEAI tool to measure empowerment."</i> (Socio-Economist/gender)
Changes in knowledge	<i>"I have been able to differentiate between representation and participation. Increase in number of women represented is not equal to actual participation indicated by, for instance, control over resources, decision making etc."</i> (Gender researcher)
Changes in knowledge	<i>"As a result of a series of activity, I have found that gender issues do not mean that just women's issues. Analyse situation to see picture of both men and women is important to do next steps of interventions."</i> (Gender coordinator)
Gender Analysis	<i>"Women's Empowerment in Agriculture Index: [was used] for designing questionnaire of project baseline survey"</i> (Scaling up small-scale food processing for therapeutic and complementary foods for children in Vietnam)
Gender Analysis	<i>"Conducted complementary survey on vegetable value chain in Benin and Nigeria."</i> (Scaling up Fertilizer Micro-dosing and Indigenous Vegetables Production and Utilisation in West Africa)
Gender Analysis	<i>"We conducted focus group discussion for men and women separately that has helped the project to collect information from men and women for better designing of the gender transformative activities."</i> (Scaling up improved legume technologies in Tanzania)
Gender Analysis	<i>"We used Harvard Framework to analyse gender role during pre- and post-harvest management of crops as well as the implications of introducing hermetic technology."</i> (Post-Harvest Management Technologies for Reducing Aflatoxin Contamination in Maize Grain and Exposure in Humans in Zimbabwe)
Gender Integration	<i>"Producing a radio series on common bean specifically by and for women that will incorporate drama, songs and story line from a successful woman to address some of the issues of household dynamics. The design of the program is reviewed by a gender expert"</i> (Scaling up improved legume technologies in Tanzania)
Gender Integration	<i>"Innovation platform always ensured adequate representation of women as well as engaging them on the platform. Similarly, so far, we engaged more women in the value chain addition as women were well represented in all our training. [...]"</i> (Scaling up Fertilizer Micro-dosing and Indigenous Vegetables Production and Utilisation in West Africa)
Stakeholder engagement	<i>"All project implementers were trained on gender concepts and mainstreaming. We carried out gender sensitization workshops in Homabay and 100 women and 55 men attended"</i> (Pre-cooked Beans for Improving Food and Nutrition Security and Income Generation in Kenya and Uganda)
Stakeholder engagement	<i>"There has been an increased stakeholder engagement with other stakeholders who are active value chain actors with an aim of promoting institutional and policy change. Meetings have been conducted with an aim of having a continued dialogue with the stakeholders. Using the IIED stakeholder power analysis approach, the project was able to identify the critical players in fish value chain. Other stakeholders who were also seen to be critical on the ground were put on board so as to help the communities as a unit. These include officers from Ministry of Agriculture, Irrigation and Water Development, Ministry of Gender and Youth Development and Ministry of Health besides other NGOs working in the project areas."</i> (Improved Processing and Marketing of Healthy Fish Products in Inland Fisheries in Malawi)
Monitoring, evaluation, and learning	<i>"Qualitative data has been collected on how the inclusion of a gender component within a nutrition sensitive agriculture project has influenced women's agency with regards to food security."</i> (Scaling up the production of more nutritious yellow potatoes in Colombia)
Monitoring, evaluation, and learning	<i>"Randomly monitored men and women bean field to get a clear feeling of how each gender category managed the fields [...]"</i> (Pre-cooked Beans for Improving Food and Nutrition Security and Income Generation in Kenya and Uganda)

Monitoring, evaluation, and learning	<i>"Female enumerators hired for data collection, male & female both will be considered while collecting data." (Nepal Terrace Farmers and Sustainable Agriculture Kits)</i>
Monitoring, evaluation, and learning	<i>"We had a one day workshop with gender team to refine our gender indicators and the data collection tools." (Post-Harvest Management Technologies for Reducing Aflatoxin Contamination in Maize Grain and Exposure in Humans in Zimbabwe)</i>
Beyond NSP	<i>"Additional budget was put forward for the gender issues and experts from Community Development Office were involved in the process. Their involvement will ensure the sustainability of the activities as they will continue monitoring the gender platforms after the life of the project." (Improved Processing and Marketing of Healthy Fish Products in Inland Fisheries in Malawi)</i>
Beyond NSP	<i>"Attended gender conferences / dissemination events in 2017, which were not part of the plan." (Combining Postharvest Fish Value Chain and Social Change Interventions in Zambia and Malawi)</i>
Beyond NSP	<i>"We had a budget for gender activities e.g. research, analysis, meetings etc. We ensured the gender team was represented in almost all activities. We also sensitized other team members on looking out for gender specific issues." (Scaling up Fertilizer Micro-dosing and Indigenous Vegetables Production and Utilisation in West Africa)</i>
Beyond NSP	<i>"Designing the gender module and integrating it in all the projects we implement. Including integrating them in the trainings we conduct with radio broadcasters. We also have set up gender focal persons in different countries where we have offices." (Communicating Science for Impact: Radio for Reaching Farmers with Research Results)</i>

a) Next Step Plan Sample

Module	Key areas to strengthen gender integration in our project / organisation	How we plan to do it?	Time -frame	Relevant tools and resources / support needed
Gender analysis				
Integrating gender in project design				
Stakeholder engagement / influencing				
Monitoring Evaluation and Learning				
Other				

b) Next Step Plan Sample (completed)

Next Steps Plan for Integrating Gender

Project Name		Project Number	Plan Owner(s)		
INSFEED			KOMI & DOROTHY & DIIRO		
Module	Key areas to strengthen gender integration in our own project/ organisation ¹	How we plan to do it ²	Time-frame to achieve (e.g. Nov 2016)	Relevant tools and resources OR technical /other support	
1 Gender analysis	<ul style="list-style-type: none"> Developing gender (women, men and youths) appropriate insect rearing, harvesting and processing technologies 	<ul style="list-style-type: none"> Enrich the current KAPs and Market demand reports with more gender analysis (analyse by respondents not just male/female) Conduct additional gender analysis, to fill identified gaps – end line KAP 	<ul style="list-style-type: none"> June 2016 June-August 2016 	<ul style="list-style-type: none"> Time, personnel Graduate students & supervisors 	<ul style="list-style-type: none"> Social economists and gender specialists (Johnny, <u>Diiro</u>, May, Liz)
2 Integrating gender in project design	<ul style="list-style-type: none"> Collect and include views of the women, men and youths engaged in the production, trade and use of poultry and fish feeds (fish and poultry value chain actors) – Gendered 	<ul style="list-style-type: none"> Carry out community participatory evaluation (rapid appraisal: FGDs and KIs) to evaluate technologies under development for preferences by VC stake holders, including women, men and youths) on preferred: insect species, rearing methods, rearing 	<ul style="list-style-type: none"> October 2016 	<ul style="list-style-type: none"> Checklists, Technology demos, personnel, field logistics, video recording 	<ul style="list-style-type: none"> Gender specialists, Scientists, Social economists (Johnny, <u>Diiro</u>, May, Liz, Komi, Dorothy)
3 Stakeholder engagement / influencing	<ul style="list-style-type: none"> Identify key actors to support gender integration Disseminate developed technologies in target communities to women, men and youths stakeholders 	<ul style="list-style-type: none"> Engendered poultry and fish VC stakeholder mapping Gender responsive communications with stakeholders based on KAPs findings Training on rearing and processing methods as well as 	<ul style="list-style-type: none"> August 2016 October 2016 November 2016 	<ul style="list-style-type: none"> Training aids: videos, technology demos, personnel, field logistics 	<ul style="list-style-type: none"> Gender specialists, Scientists, Social economists (Johnny, <u>Diiro</u>, May, Liz, Komi, Dorothy)
4 Monitoring Evaluation and Learning	<ul style="list-style-type: none"> Monitor implementation of gender mainstreaming into project activities 	<ul style="list-style-type: none"> Integrate gender into MEL framework with clear indicators for monitoring gender mainstreaming into project activities 	<ul style="list-style-type: none"> July 2016 		<ul style="list-style-type: none"> <u>Diiro</u>, Gender specialists, scientists

c) Endline survey questionnaire

* 7. How useful would you rate the following tools and support activities with regard to enabling gender integration in your project? If you did not use it, please select N/A.

	Not at all useful	Somewhat useful	Useful	Very useful	N/A
Gender workshop (Nairobi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Next Step Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field visits from ALINE/SDD consultants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources and materials, such as webinars notes and the tools inventory list	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

8. For each of the resources/support activities you found useful, please specify the name of the resource and briefly describe how you used it and/or benefited from it.

1.
2.
3.
4.
5.
6.

Individual level changes in attitudes and perspectives around gender

In this section, we are interested in your attitudes around gender and how they might have changed over the last year.

* 9. Do you feel participation in any of the capacity building activities on gender integration (i.e. webinars, workshops, field visits) influenced your perspective on gender issues?

- ☐ Yes
- ☐ No
- ☐ I don't know

If no, please explain.

Individual level changes in attitudes and perspectives around gender

* 10. Can you please explain how your perspective on gender issues has changed? Please provide specific examples or a specific story of change where possible (answers should be around 75 -150 words).

Individual level changes on gender

* 11. Do you feel you've gained any new concepts, tools, or skills around gender integration as a result of the support activities and resources provided by ALINE/SDD?

☐ Yes

☐ No

Individual level changes on gender

12. Please list what concepts, tools, or skills you have gained and if possible provide examples of how you have applied them.

Organizational level changes and implementing Next Step Plans

For this section, it would be great if you could review the Next Step Plan (NSP) that your project team developed in the first workshop in Nairobi. As you may recall, there were five sections of the NSP: 1) Gender analysis; 2) Integrating gender in project design; 3) Stakeholder engagement / influencing, 4) monitoring, evaluation and learning; and 5) other.

Please have a close look at your project's NSP before answering the next questions. Note: a link to your project's NSP was included in the email to this survey.

* 13. Has your project been able to address or implement any of the steps outlined in your Next Step Plans?

☐ Yes

☐ No

☐ I don't know

If yes, for each section that your project has implemented actions please explain what was done and give concrete examples and evidence if possible (e.g. *We held a workshop to refine our monitoring and evaluation framework to include gender sensitive indicators and developed related data collection tools. This enabled us to....*). If your project team has not yet addressed any actions in that section, please explain what has prevented action.

14. Gender analysis

15. Integrating gender in project design

16. Stakeholder engagement/influencing

17. Monitoring and evaluation

18. Other

* 19. Based on your above responses, to what extent do you feel your organization implemented the actions in the different sections

	Not at all implemented	Slightly implemented	Mostly implemented	Completely implemented	N/A
Gender analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating gender in project design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stakeholder engagement / influencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring Evaluation and Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. For the NSP actions that you were able to implement, can you please explain what factors or external support (if any) have helped you to implement these changes? Please specify the NSP action(s) you are referring to along with your response.

21. Beyond what you have noted in relation to your NSPs, could you please list any other challenges you or your organization faced in implementing steps towards gender integration and any measures you may have put in place to overcome them?

* 22. Were the project PIs aware of the NSP developed for this project?

- ☐ Yes
- ☐ No
- ☐ I don't know

* 23. Have you or your organization taken any other steps towards greater gender integration beyond the Next Step Plans, e.g. earmarked a gender budget, hired gender expertise, changes to indicators, research or data collection?

- ☐ Yes
- ☐ No
- ☐ I don't know

24. If yes, please explain the additional steps towards gender integration that were were taken.

Project Outcomes

* 25. Please list the 2 priority gender outcomes that the project has achieved.

1.
2.

* 26. To what extent has external gender support provided by ALINE/SDD helped facilitate the achievement of these outcomes?

- ☐ Not at all ☐ A limited extent ☐ Somewhat ☐ A fair extent ☐ Significantly

Feedback

27. In your opinion, how might the support and capacity building activities be improved to enable effective gender integration in your projects such as yours or similar projects in the future?

28. Do you have any other comments on the external gender support provided by ALIne / SDDirect?

Thank you

Thank you very much for your participation.

i. Case studies and guiding questions

Project Category	Field visit	Geographical Location	NSP Implementation	IDRC PO
Pre-cooked Beans for Improving Food and Nutrition Security and Income Generation in Kenya and Uganda	Yes	East Africa	Self-rated: 3.3 out of 4 Number of actions implemented: 8 out of 11	JN
Nepal Terrace Farmers and Sustainable Agriculture Kits	Yes	South East Asia	Self-rated: 2.4 out of 4 Number of actions implemented: 7 out of 8	MR
Promoting Locally Fortified Sunflower Oil Using E-Vouchers	No	East Africa	Self-rated: 3.25 out of 4 Number of actions implemented: 3 out of 7	AW
Improved processing and marketing of healthy fish products in inland fisheries in Malawi	No	Southern Africa	Self-rated: 3.5 out of 4 Number of actions implemented: 2 out of 8	JN

I Example: IDRC PO Interview

I. Specific project related questions

Improved processing and marketing of healthy fish products in inland fisheries in Malawi

1. Extent and quality of changes reported

In their endline survey, members of the *Improved processing and marketing of healthy fish products in inland fisheries in Malawi* they noted utilizing a number of tools (e.g. John Hopkins African Transformation Toolkit, IIED stakeholder power analysis, etc.) to develop institutional gender transformative platforms, increase stakeholder engagement with actors along the value chain, and they used pro-WEAI to document progress towards more equitable systems and structures.

a) Can you speak to some of the changes they referenced? To what extent (if at all) did you see greater attention or know-how towards gender integration following these interventions?

b) To what extent had the team been exposed to these types of tools before? What incentivized their use?

2. Comments on nature and timing of support

Members of the *Improved processing and marketing of healthy fish products in inland fisheries in Malawi* participated in the gender workshop, developed NSPs, and reported attending 4 webinars and using the resources and tools developed through the project. "There should be enough time allocated to capacity building even through online communication. Simple but effective tasks should be assigned to teams so as to see how they have understood the materials and how they are using them."

a) Do you feel the timing and type of support provided to the team was appropriate given the type and stage of project implementation and their existing capacity on gender integration? Please explain.

b) To what extent do you feel the team took advantage of support provided through this project? What do you feel could have been done to further incentivize engagement either from the project leadership or the team more broadly?

c) Is there another type of support that was not offered, but which you think could have better enabled these changes?

3. Progress towards outcomes

Promoting access and control of resources by women; reducing drudgery amongst women and girls through the use of solar tent fish dryers. women have easy access to lucrative markets

What more needs to be done to integrate fully gender in the project and what kind of support is still needed to enable those changes?

II Example: **Pre-cooked Beans for Improving Food and Nutrition Security and Income Generation in Kenya and Uganda, Interview with PI**

Can you speak about your approach to gender from the start of this project and how it might have changed over the course of implementation?

(what were the underlying assumptions about gender in the project, behaviour changes?)

2. Comments on nature and timing of support

Members of the project participated in the gender workshop, developed NSPs, received a field visit and reported attending some of webinars (specifically WEE) and using the resources and tools developed through the project. Support should be provided at project inception.

a) Do you feel the timing and type of support provided to the team was appropriate given the type and stage of project implementation and their existing capacity on gender integration? Please explain.

b) To what extent did different team member engage with and utilize capacity building resources?

c) Is there another type of support that was not offered, but which you think could have better enabled these changes?

d) What factors do you feel enabled or constrained gender integration in the precooked beans project? (e.g. lack of internal gender expertise, role of project leadership)?

3. Progress towards outcomes

a) What more needs to be done to integrate fully gender in the project – what would you take forward in other projects?

4. Level of understanding on Gender and future use

a) How has your level of understanding of gender and gender issues within your project changed? Probes: referenced better understanding of decision-making patterns and roles – provide examples of how that has / may enable more gender-responsive interventions.

ii. Priority outcomes by project.

Combining Postharvest Fish Value Chain and Social Change Interventions in Zambia and Malawi (CultiAF)
changes in gender attitudes
some changes in gender behaviours
Communicating Science for Impact: Radio for Reaching Farmers with Research Results (CultiAF)
Increasing female participation in the radio programs

Increases accessibility of ICTs to females in the communities the project is implemented
Development of a Subunit Vaccine for Contagious Bovine Pleuropneumonia in Africa (CIFSRF Phase 2)
Technology adoption rates by men and women farmers
Men and women's preferences for technologies
Expanding Business Opportunities for African Youth in Agricultural Value Chains in Southern Africa
Launch of business and a profile of young men and women in the Fish and Poultry sectors
Social networking
Farm Shop: Scaling Access to Agricultural Inputs in Kenya (CIFSRF Phase 2)
Gender mainstreaming strategy
Creating gender awareness
Improved Processing and Marketing of Healthy Fish Products in Inland Fisheries in Malawi (CultiAF)
promoting access and control of resources by women
reducing drudgery amongst women and girls through the use of solar tent fish dryers. women have easy access to lucrative markets
INSFEED: Insect Feed for Poultry and Fish Production in Kenya and Uganda (CultiAF)
Capacity building, especially for the non-gender specialist team members including students, resulting in increased capacity to integrate gender in research
gender strategy
Empowerment of women, men and youths in communities with knowledge, skills and resources to participate in insect rearing and use
gender disaggregated datasets and manuscripts
Nepal Terrace Farmers and Sustainable Agriculture Kits (CIFSRF Phase 2)
So far, we have reached 8689 farmers through our SAKs scaling up mission. Women are 68%.
Testing and identification of women friendly technologies
Out of champion products there are two items mainly supposed to reduce women drudgery. 52% of the total scale up farmers are using these products; corn sheller and farm rake. The products are helping the users to save at least 36 hours and 25 hours time in a year respectively. 100 percent users have mentioned that these tools have helped them to reduce physical strain 'significantly'.
well-developed project's gender strategies
Novel livestock vaccines for viral diseases in Africa towards improved food security (CIFSRF Phase 2)
Post-Harvest Management Technologies for Reducing Aflatoxin Contamination in Maize Grain and Exposure in Humans in Zimbabwe (CultiAF)
Improved quality of maize grain through use of hermetic technology.

Improved knowledge by men and women on pre-and postharvest management practices that minimize aflatoxin contamination.
Pre-cooked Beans for Improving Food and Nutrition Security and Income Generation in Kenya and Uganda (CultiAF)
Improved gender awareness
More equitable distribution of bean income at household level
Increased awareness of nutritional benefits associated with eating beans by the different gender categories
More participation of women in decision making in the household
Promoting Locally Fortified Sunflower Oil Using E-vouchers (CIFSRF Phase 2)
Providing access to fortified oil to women
Educating men and women on the benefits of fortified oil
Scale up of Homestead Food Production for improved nutrition in Cambodia (CIFSRF 2)
integrate gender component in another project
work directly with women and poor women targeted in the project on improving homestead Food Production
Scaling up Fertilizer Micro-dosing and Indigenous Vegetables Production and Utilisation in West Africa (CIFSRF 2)
Our project is still on going
The consumption of occimum is getting more and more important in Benin. On market there more and more processed vegetables
Women of different value chains are realizing more benefit on vegetables Women allocate, in percentage, more land for micro dosing technique than men
Scaling up improved legume technologies in Tanzania (CIFSRF Phase 2)
Increased reach to women, men and youth farmers, entrepreneurs and consumers with technologies, resources and services
Scaling up small millet post-harvest and nutritious food products (CIFSRF Phase 2)
NA
Scaling up small-scale food processing for therapeutic & complementary foods for children in Vietnam (CIFSRF Phase 2)
Data collection in gender responsive
Gender training for researchers
Gender sensitive focus groups
Gender strategy of project
Scaling up the production of more nutritious yellow potatoes in Colombia (CIFSRF Phase 2)
women have reported an increase in confidence with regards to public speaking.
the entire research team has received gender sensitization training

Scaling-up Pulse Innovations for Food and Nutrition Security in Southern Ethiopia (CIFSRF Phase 2)
improve nutrition
improve decision making on household resources

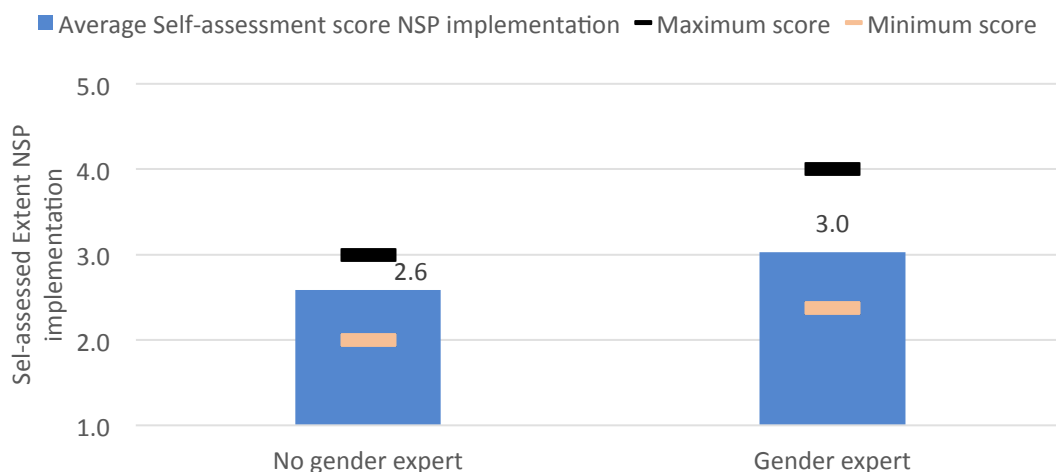


Figure 15: Difference in self-reported NSP implementation of projects with and without a gender expert at baseline (y-axis: 1 = not at all implemented, 4 = fully implemented).

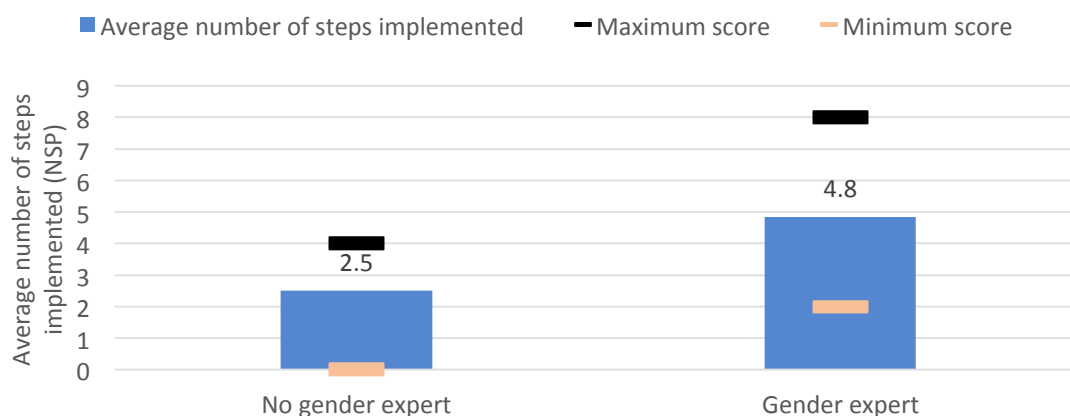


Figure 16: Difference in average number of steps implemented of projects with and without a gender expert at baseline.

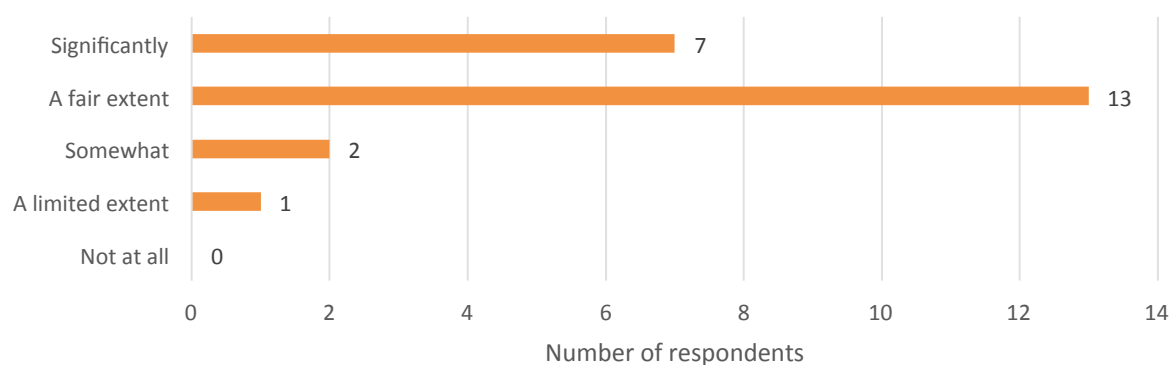


Figure 17: Most important gender related project outcomes and extent to which ALINe and SDDirect support helped in achieving them